DOCUMENT RESUME

ED 222 602 UD 022 562

AUTHOR Kumar, Vasant; Bergstrand, Joy
TITLE Follow-Up of High School Non-Completers, 1967-1976.
INSTITUTION Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.; Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
SPONS AGENCY Wisconsin Advisory Council on Vocational Education, Madison.
PUB DATE Mar 79
NOTE 274p.

EDRS PRICE MF01/PC11 Plus Postage.
DESCRIPTORS Career Counseling; *Dropout Attitudes; Dropout Prevention; *Dropouts; *Economic Status; *Educational Attainment; *Educational Attitudes; Employment Level; Followup Studies; High Schools; *Individual Characteristics; Vocational Education
IDENTIFIERS *Wisconsin

ABSTRACT

This report describes a study on the characteristics, economic achievement, and educational status of dropouts who left selected Wisconsin high schools in 1967-68, 1972-73, and 1975-76. The report discusses the background and objectives of the study, the research methods used, survey findings, and conclusions. Among the findings are that (1) more nonwhites than whites dropped out of school; (2) unemployment was greater among dropouts than in the general population; (3) the number of dropouts receiving public economic aid was higher than the State average; and (4) most respondents did not resume schooling to earn high school diplomas, and the majority of those who did earn diplomas reported having graduated from vocational/technical schools. Other information presented includes respondents' descriptions of their jobs; reasons for unemployment; reasons for dropping out; attitudes toward school; reported receipt of counseling services; and characteristics of vocational/technical training received after dropping out of high school. Some recommendations for meeting needs of potential and actual dropouts in Wisconsin are presented. (MJL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO R_ PRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. Nelson

Wisconsin Univ. — Stout, Menomonie

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

FOLLOW-UP OF HIGH SCHOOL NON-COMPLETERS
1967-1976

Conducted

for

The Wisconsin Advisory Council on Vocational Education

by

Vasant Kumar, Project Associate
Wisconsin Vocational Studies Center
University of Wisconsin-Madison

and

Joy Bergstrand, Research Associate
Center for Vocational, Technical and Adult Education
University of Wisconsin-Stout

Roger Lambert
Project Director
Wisconsin Vocational Studies Center
University of Wisconsin-Madison

Merle E. Strong, Director
Wisconsin Vocational Studies Center
964 Educational Sciences Building
University of Wisconsin-Madison
(608) 263-3696

Orv Nelson, Harold Halfin, Co-Directors
Center for Vocational, Technical and
and Adult Education
University of Wisconsin-Stout
(715) 232-1382

March, 1979

105½ WEST MAIN STREET
MADISON, WISCONSIN 53703
(608) 266-7813

Wisconsin Advisory Council On Vocational Education

Edwin Kehl, Chairman
Vernon Pinkowski, Vice-Chairman
Daniel Jarosik, Executive Director
Roberta Block, Executive Associate

February 15, 1979

Citizens of Wisconsin:

The Wisconsin Advisory Council on Vocational Education has long concerned itself with the issue of persons leaving school prior to assimilating skills necessary to function productively and with self-esteem and self-confidence in today's society. Statistics are reported annually on "dropouts"; as long as they hover at some "acceptable" level, to many, the dropout does not appear to be a problem. Some question their significance or impact; others address the consequences; few, it appears, grapple with the problem.

In order to begin, at least, to identify common characteristics of this population and provide for conjecture on what future activities might be undertaken to alleviate this social phenomenon (the dropout), the Advisory Council contracted with the University of Wisconsin -- at research centers on both the Madison and Stout campuses -- to locate and talk with a sample of persons who left high school prior to graduation, for whatever reason, over a period of the last ten years. This report is an expression of what those researchers found in interviewing over 950 persons who left high school "before their time."

Some of the data contained herein will probably surprise a good number of people, professional educators included; other data will and have shocked many people, including members of the Advisory Council. The Council has attempted to examine these data, draw valid conclusions and offer responsible recommendations, the implementation of which would assist a sizable and often forgotten segment of Wisconsin's citizenry. The Council recognizes the fine work generated by the personnel of the University of Wisconsin, those persons who sought out and interviewed this client population and, lastly, those who agreed to participate in and make this study what it is. The Council believes this input will shed some light on what the Council affirms to be a crucial problem in Wisconsin. Your comments on the study would be welcome, your assistance in tackling some of these problems deeply appreciated.

Respectfully submitted,

Edwin Kehl
Chairman

Robert Sorensen
Chairman, Research Committee

EK:RS/rb

Attachment

WISCONSIN ADVISORY COUNCIL ON VOCATIONAL EDUCATION

EDWIN KEHL, CHAIRMAN	MADISON, WISCONSIN
VERNON PINKOWSKI, VICE-CHAIRMAN	MELLEN, WISCONSIN
DANIEL JAROSIK, EXECUTIVE DIRECTOR	MADISON, WISCONSIN
ROBERTA BLOCK, EXECUTIVE ASSISTANT	MADISON, WISCONSIN
ELOISE ANDERSON-ADDISON	MADISON, WISCONSIN
ELIZABETH BENSON	MADISON, WISCONSIN
LEE ROY BLACK	MADISON, WISCONSIN
JAN CAMPBELL	RACINE, WISCONSIN
OSCAR CERVERA	MILWAUKEE, WISCONSIN
THERESA CLEMENTS	BANGOR, WISCONSIN
FLORENCE KOEHLER DICKINSON	STURGEON BAY, WISCONSIN
KATHRYN GILL	MADISON, WISCONSIN
THEODORE HARRIS	RACINE, WISCONSIN
MARIA HERNANDEZ	PEWAUKEE, WISCONSIN
HENRY HERZING	MILWAUKEE, WISCONSIN
MARYBELLE HICKNER	MENOMONIE, WISCONSIN
GLORIA KONRAD	COLEMAN, WISCONSIN
PATRICIA ORTMAN	ASHLAND, WISCONSIN
MARGO PARISI	WEST BEND, WISCONSIN
JOSEPH PELLEGRIN	OSHKOSH, WISCONSIN
THEODORE PERSZYK	MILWAUKEE, WISCONSIN
JACK REIHL	MILWAUKEE, WISCONSIN
E. ROBERT RUDIGER	MENOMONIE, WISCONSIN
ELDRED RUTZEN	NEW BERLIN, WISCONSIN
RICHARD SEAMAN	MADISON, WISCONSIN
ROBERT SORENSEN	FOND DU LAC, WISCONSIN
LEON STILWELL	SUPERIOR, WISCONSIN
JANICE SWOBODA	LUXEMBURG, WISCONSIN

SUMMARY AND RECOMMENDATIONS

For a long time, concern has been expressed for students who did not complete their education, but it was not until recently that it was considered a major problem. To many concerned individuals and groups, the causes and cures of the dropout (non-completer) problem lie solely in the hands of administrators and teachers. Implicit in these perceptions and the discussions accompanying them is the notion that the school alone can solve the dropout problem if school personnel would work a little harder. It is now recognized, however, that dropping out of school is symptomatic of many underlying factors. These factors, besides schools, are cultural deprivation, cultural incompatibility, family culture, educational attainment of family members, peer pressure and credentialing for hiring purposes.

Like other states, Wisconsin has to deal with the problem of those students who left school before graduating. To that end, the Wisconsin Advisory Council on Vocational Education sponsored the study "Follow-up of High School Non-Completers 1967-1976." The three major objectives on which the study was based are:

1. To identify the status of non-completers from selected Wisconsin high schools for the 1967-68, 1972-73 and 1975-76 academic years
2. To identify the economic status that non-completers achieved
3. To determine the educational status of high school non-completers

In carrying out the objectives stated above 1,000 non-completers were selected from 41 small, medium, and large school districts that reflected the major subgroups within the state population. Of these, 966 were interviewed, by phone or in person, by 64 interviewers.

The findings of the study are arranged and reported as they relate to the three specific objectives.

1. Determine the status of high school non-completers

The biographic data collected show the male/female ratio to be 57% : 42%. Most (78%) of the non-completers in the sample are married; 11% divorced, 7% widowed, and 2% separated.

Of those non-completers contacted, 88% are White, 8% Black, 2% Native American and 1% Spanish.

The primary spoken language of 97% of the interviewees is English, while 2% report their primary language as being Spanish.

A comparison of the sample to the general population shows that proportionately, more non-White students drop out of school. For example, 8% of the sample are made up of Blacks; however, they represent 4.3% of the general population in Wisconsin. Similarly, while they represent 0.3% in the general population, Native Americans make up 2% of the sample.

While most (68%) non-completers are working either full or part time, the rate of unemployment (10%) among high school non-completers is much higher than the general population. The higher unemployment rate could be partially accounted for by the inability to provide credentials during job interviews. Even occupations in manufacturing, construction, marketing, agriculture and transportation--where most non-completers find jobs--are no longer readily available to anyone without the proper education and training.

2. Determine economic acheivement of high-school non-completers.

The income-level of high school non-completers is close to the $6,131 1976 per capita income in Wisconsin. In Objective I it was reported that non-completers are generally employed in manufacturing, construction, marketing, agriculture and transportation. The relatively higher wages from

these occupations, however, tend to distort the earnings of all non-completers--employed, underemployed and unemployed. It is not surprising therefore that the number of non-completers (40%) receiving public economic assistance is higher than the state average.

3. Determine the educational status of high school non-completers.

The data show that most (72%) respondents did not earn a high school diploma while 27% did. Eighty of those non-completers who did earn diplomas listed vocational/technical schools as the source of their credentials. One hundred and two students (29%) who returned to school completed vocational programs of one year or less, while 84 (24%) indicated ABE/GED as the type of training they received.

Many reasons were given by interviewees for leaving school before graduation. The most frequent response was "I didn't like school" (20%), followed by "Work" (13%), "Academic deficiencies" (12%), "Pregnancy" (6%), "School environment" (5%), "Marriage" (5%), "Personal/Family Problems" (5%), "Didn't see value of school" (4%), "Conflict with teachers" (4%), "Peer Pressure" (4%), and "To enter the service" (4%). When analyzed by sex 83 (35%) males indicated that they didn't like school compared to 33 (24%) females. Fifty one (22%) males reported that they left because of academic deficiencies compared to 15 (11%) females.

When analyzed by ethnic background, 12 (27%) Blacks and 103 (34%) Whites did not like school; while 11 (27%) Blacks and 51 (17%) Whites left because of academic deficiencies.

Sixty-two percent of the respondents indicated that they did not receive any training since leaving school. Of these, 29% indicated satisfaction with their jobs and 2% reported that they did not know where to go for

additional training. Three interviewees reported that they were refused admission because of academic deficiencies.

The most frequent response (44%) given as the place where training was offered is vocational/technical schools. The military was second with 8%, on-the-job training had 8%, and proprietary schools 6%.

The sources from which non-completers obtained information regarding vocational education vary considerably. One third of the non-completers who continued their education reported that friends and/or relatives provided them with information on vocational education. Employers served as the next most frequent source of information (15%), high school personnel were third (14%), and Job Service and other referral agencies were fourth (12%).

Non-Completers reported that they enrolled in vocational education because they were able to learn new skills and because of a sense of accomplishment. Dissatisfaction with job, updating of skills, and the potential for higher income were the reasons given for motivating others to seek vocational education.

Perhaps as an indictment against the educational system twenty eight percent of the respondents reported that they found coursework useless, while an additional 22% indicated that their special needs were not met. Another fifteen percent of the respondents reported that course content did not fit career plans. One fourth of the respondents, therefore, suggested that the curriculum be made more practical and that schools make provision for serving students with special needs, including assistance in developing their talents and abilities. Many interviewees reported that counseling and placement services should be greatly expanded and improved if many students are to be encouraged to remain in school.

RECOMMENDATIONS

Pursuant to a thorough review of this study and the data and results contained therein, the Wisconsin Advisory Council on Vocational Education has formulated and adopted the following recommendations to assist potential and actual high school non-completers adapt to today's modern society while aspiring to and meeting their own personal needs and goals.

Vocational education has long been viewed by many as the educational area in which early school leavers, both potential and actual, are somehow directed in order to solve society's and the individuals' problems. For this and other reasons, namely concern for these individuals, the Council decided to try to profile this population -- who they are, what their needs are, what is happening to them. While it appears that vocational education, both at the secondary and post-secondary levels, serves a number of this clientele well, all of education must unite to provide resources and services to these persons, hopefully resulting in success for them. The education establishment, together with the State and communities, must alert themselves and others of the issue and its consequences and deal collectively with the problem. Within this framework, the Wisconsin Advisory Council on Vocational Education offers the following recommendations.

RECOMMENDATION 1

That local high school districts develop and have on file with the Wisconsin Department of Public Instruction a plan describing activities and procedures to be utilized to better meet the needs of potential high school non-completers.

Statement: Currently, local high school districts are required to submit a local plan for vocational education, a portion of which addresses vocational education services to potential non-completers. This concept should

be expanded to encompass a local planning process devoted to all educational service areas and should include:

1) Procedures and criteria for identifying the potential early leaver.
2) Description of specialized services to be offered.
3) Documentation of coordination activities with the VTAE Districts and community or other educational resources to deliver these services.
4) Degree of involvement with community-based organizations.
5) Delineation of the parents' role and responsibilities in this process.
6) Accounting of the involvement of business, industry and labor.

RECOMMENDATION 2

That VTAE Districts develop and have on file with the Wisconsin Board of Vocational, Technical and Adult Education a plan describing activities and procedures to be utilized to better meet the needs of high school non-completers enrolling in the VTAE Districts.

Statement: It must be recognized that high school non-completers attending VTAE Districts possess special needs as they relate to continuing their educational programming. In order to effectively target the district's resources toward meeting these needs, local planning should be initiated to describe in detail:

1) Identification of high school non-completers.
2) Special services, such as tutoring, career planning, etc., both of a counseling and educational nature, to support this target population.

3) Community resources and business and labor involvement to be brought to bear in rendering assistance.

4) Flexibility to be activated to assure that such students who are working, who want to work, or who don't have any job plans, all have their individual needs met.

RECOMMENDATION 3

That formal communication between the local high school districts and VTAE Districts be promoted in order to ensure that a high school non-completer does not fall through the cracks of educational coordination.

Statement: A recent State Attorney General's opinion (October 24, 1978, OAG 77-78) states that, based upon Section 118.125(2) of the Wisconsin Statutes, it would be illegal for secondary schools to furnish a VTAE District with the names of high school early leavers. While one can appreciate the State's concern with individuals' rights of confidentiality, such procedures preclude the high school non-completer's being contacted by an educational system which could be of great potential benefit to that person. Some procedure should be established enabling a VTAE District to legally secure the identities of high school early leavers in order to offer resources and assistance to those persons.

RECOMMENDATION 4

That program of course modules such as those commonly referred to as "Parenting for Teen-agers" be included and/or expanded within current Home Economics curricula and that archaic traditions like "Home Economics is for girls" be dissolved so that students of both sexes would be encouraged to take advantage of such a topic of instruction.

Statement: Pregnancy and marriage were two reasons for leaving school which were often cited (6% and 5% respectively) by high school non-completers surveyed in the study. Preparations in areas such as "parenting" and "growing in a marriage" should be supported in the high schools; and rather than instituting new programs or courses in an already busy curricular day for students, these topics should be incorporated in the Home Economics curriculum. Caution must be exerted, however, to ensure that both males and females feel comfortable to avail themselves of these courses. One would assume that the pregnancy statistics would impact significantly on a number of males who might subsequently leave school early.

RECOMMENDATION 5

That new and revised curriculum development efforts, in all instructional areas, both on the state and local levels, focus on guaranteeing that the resultant curricula developed are as practical, as individualized and as long-term career-related as possible.

Statement: Sixty-five percent of the non-completers interviewed indicated that the high schools did not meet their needs because either the courses were not useful, their special needs were not met, or the courses did not fit within their career plans. When asked how the system might have better served them, 70% cited the need to make the curriculum more practical, plan better for special needs, and emphasize vocational training, career counseling and job placement programs. Still, 42% thought school to be worthwhile another 27% were ambivalent as to its value. Persons responsible for planning, developing and revising all high school curricula should especially note these data.

RECOMMENDATION 6

That the Wisconsin Superintendent of Public Instruction establish a uniform record reporting and collection system for identifying high school non-completers and encourage local high schools to report to the Department of Public Instruction more accurate and relevant statistics.

Statement: In the course of conducting the research, it was ascertained that very little data on high school non-completers were collected at the Department of Public Instruction and, in some instances, at the local high school level. In order to provide specialized services to this population, one needs first to evaluate the extent of the problem and also be able to identify those in need of such services. The state of the art in identifying non-completers is in need of improvement and monitoring.

RECOMMENDATION 7

That the secondary schools consider establishing where feasible and potentially productive career planning experiences and career counseling for potential high school non-completers and their parents.

Statement: Data available in this report support the importance of the parents' involvement in the high school student's career decision-making processes. It is also readily apparent that high school non-completers, together with their parents, experience special difficulties in career planning. Where feasible and potentially productive, secondary schools should provide career planning experiences and career counseling for potential high school non-completers and their parents in order to better inform and alert them of some alternatives they may not have considered.

RECOMMENDATION 8

That the VTAE Districts consider establishing special institutes of career awareness for high school non-completers and their parents.

Statement: Data available in this report support the importance of the parents' involvement in the high school student's career decision-making processes. It is also readily apparent that high school non-completers, together with their parents, experience special difficulties in career planning. Where feasible and potentially productive, VTAE Districts should provide career planning experience for high school non-completers and their parents in order to better inform and alert them of some alternatives they may not have considered.

RECOMMENDATION 9

That persons responsible for employing teachers at all levels attempt to develop procedures, criteria, etc., that would ensure the hiring of teachers who are sensitive toward persons with special needs and who possess the sincere desire to work toward helping each and every student develop his/her skills and talents.

Statement: Without detracting from persons currently operating and practicing very, very well in the teaching profession, employment procedures and policies in many instances have not kept pace with the science of personnel management. Guidelines and techniques of evaluation should be established to ensure that those who are selected for and entrusted with the responsibility of teaching today's youth possess the necessary ambition and aspiration to see students succeed in meeting their own special needs and in developing their own special, individual skills and talents.

RECOMMENDATION 10

That instruction in the "basics" -- reading, writing and math -- be delivered within the framework of competency-based learning; that decisions be rendered on what competencies high school completers should possess: and further that Wisconsin consider a state-wide testing for these competencies once these decisions have been made.

Statement: Upon review of the data reported in the study, one can conclude that one needs either to change potential non-completers' attitudes towards learning or change the programs of learning. Decisions need to be made on what competencies need to be developed by high school completers. Then instructional programs should be more individualized to meet students' needs for practicality and relevancy. For example, instructors in the practical arts and vocational education subject areas are better able to assess and offer assistance to students experiencing difficulty in reading of those instructors understand the specific competency level for that subject expected of those students. A state-wide testing program would identify those school districts in need of additional assistance in providing these services to students.

RECOMMENDATION 11

That both the Executive and Legislative branches of Wisconsin government consider adopting legislation which would enhance the chances of potential non-completers' finishing high school -- such legislation similar to Subchapter 4 of Chapter 115 of the Wisconsin Statutes.

Statement: Currently, students with exceptional educational needs qualify for special educational services. These services include the planning of

an Individualized Education Program (IEP) for the student developed by a professional team of educators with parental involvement and Wisconsin resources to assist in partially financing the cost of these additional services. Potential high school non-completers should be considered no less "educationally" handicapped if it is, in fact, Wisconsin policy to encourage these students to graduate from high school. An IEP prepared with teacher, parent, counselor, administrator and, most important, student involvement would contribute significantly in keeping the potential non-completer in school until graduation. The State of Wisconsin should assume the responsibility of the increased costs.

RECOMMENDATION 12

That the Wisconsin Superintendent of Public Instruction, in cooperation with the Wisconsin Board of Vocational, Technical and Adult Education and the Wisconsin Advisory Council on Vocational Education, convene at a meeting with representatives of various educational, business, labor, community and service organizations and associations for the purpose of developing state-wide, community and personal awareness of the status and problems of the high school non-completer.

Statement: All too often, the problem of the high school non-completer becomes just another social problem that when combined with other social problems, leads to students' being forgotten or often overlooked at best. A profile of the early leaver, his/her characteristics and chances for success, and service alternatives need to be highlighted and communicated to and with various segments of the population. This consciousness-raising should be directed to community groups, to those individuals who

are in the position of positively influencing potential non-completers and, most importantly, to potential non-completers themselves.

RECOMMENDATION 13

That a number of school districts in the State of Wisconsin with the lowest rates of high school non-completers be studied to determine if strategies they are using to enhance a student's chances of graduating might be easily transferred to other districts in the State.

Statement: This study for the most part surveyed school systems in the State which exceeded the state-wide average of high school non-completers. On the other end of the spectrum are districts with remarkably low rates. In addition to the fact that these districts are to be commended for their efforts, a number of them, perhaps ten or twelve, should be examined and studied in an attempt to discover what they are doing effectively and efficiently to maintain their low rates. Exemplary practices should be highlighted and communicated to every other school district for possible implementation.

RECOMMENDATION 14

That the Wisconsin Statutes relating to enumerating enrollments at the secondary level for State Aid purposes be revised to more accurately reflect the actual number of students being served in Wisconsin high schools.

Statement: State Aids are currently paid to school districts based upon their reported enrollments on the third Friday of each September. Schools which have larger numbers of students leaving school prior to graduation after this early date in each school year continue to receive State Aids

for those students for the entire school year. This policy, in effect, penalizes schools with very low early leaver rates. It has also been suggested that this policy encourages school personnel to "beat the bushes" for students to attend school that third Friday in September and be less motivated to bind themselves to their attendance the remaining time. Proposals are now being discussed that utilize an average daily attendance statistic or conduct a count more than once a year, perhaps once or twice each semester. These proposals possess sufficient justification to cause their enactment. Anything would be an improvement over the current system.

TABLE OF CONTENTS

Page

SUMMARY AND RECOMMENDATIONS iii

LIST OF TABLES xviii

LIST OF APPENDICES xx

CHAPTER

I. INTRODUCTION 1

Review of Literature 1
Social and Psychological Factors 4
Situation in Wisconsin 9
Summary 10
Current Study 11
Objectives 11
Definitions 12
Overview of Study 12

II. METHODOLOGY 14

Instrument Design 15
Sampling Procedures 17
Inservice for Interviewers 22
Working Relationships 24

III. SURVEY RESULTS 27

Organization of Data 27
Data Analysis 27
Data Relating to Objective I 29
Data Relating to Objective II 37
Data Relating to Objective III 39

IV. SUMMARY, FINDINGS AND CONCLUSIONS 54

Summary 54
Findings 56
Conclusions 60

BIBLIOGRAPHY 63

APPENDICES 65

LIST OF TABLES

Table		Page
II-1	Sampling Plan	18
II-2	UW-Stout Sample Allocation by Year and School Size	20
II-3	UW-Madison Sample Allocation by Year and School Size	21
III-1	Classification of Interviews by School Size and Year of Non-Completion	29
III-2	Biographic Data of Non-Completers	30
III-3	Current Occupational Status of High School Non-Completers	31
III-4	Current Occupational Classification of Non-Completers	32
III-5	On-the-job Relationship of Non-Completers with Co-workers	33
III-6	Factors Non-Completers Regard as being Important in Job Selection	34
III-7	Non-Completers' Length of Employment in Current Job	35
III-8	Non-Completers' Length of Unemployment	35
III-9	Non-Completers' Reasons for being Unemployed	36
III-10	Present Salary Earned by Non-Completers	37
III-11	Number of Non-Completers Receiving Economic Public Assistance	38
III-12	Source from which High School Diploma/Equivalency was Earned	39
III-13	Type of Training Non-Completers Received after Returning to School	40
III-14	Reasons Given by Students for not Completing High School	41
III-15	Reasons for not Completing High School Analyzed by Sex	42
III-16	Reasons for not Completing High School Analyzed by Ethnic Background	43
III-17	Non-Completers' Attitude Towards School	44
III-18	Extra-Curricular Activities in which Non-Completers Participated	44

LIST OF TABLES
(continued)

Table		Page
III-19	Frequency of Contact by Non-Completers with High School Counselors	45
III-20	Perceptions by Non-Completers of Reasons for Contact with Counselor	46
III-21	Subject Area in which Non-Completers Received Vocational/ Job Training while in High School	46
III-22	Post-Secondary Vocational/Academic Training Received by Non-Completers	47
III-23	Source of Non-Completers' Post-Secondary Vocational/ Academic Training	48
III-24	Source of Encouragement for Non-Completers to Enroll in Post-Secondary Education	49
III-25	Source of Non-Completers Information Regarding Vocational Training	50
III-26	Reasons Given by Non-Completers for Enrolling in Vocational Programs	51
III-27	Ways Educational System did not Meet Non-Completers' Needs	52
III-28	Non-Completers' Suggestions of Ways Educational System could have Served them Better	53

LIST OF APPENDICES

APPENDIX		Page
A	Response from DPI Supporting the Legality of Research Methods	66
B	Project Summary	68
C	Questionnaire	72
D	Inservice Agenda	81
E	Information Sheet for Prospective Interviewees	84
F	Corollary Tables	86
	F-1 Biographic Data of Non-Completers (also, refer to Table III-2)	87
	F-2 Biographic Data of Parents	88
	F-3 Occupation of Parents of High School Non-Completers	89
	F-4 School Records and Non-Completers' Report On Highest Grade Completed	91
	F-5 School Records and Non-Completers' Report Showing Age At Which Student Left School	92
	F-6 Approximate IQ Level of Non-Completers as Reported In School Records	93
	F-7 Grade Point Average During Non-Completers' Last Full Year of Attendance	94
	F-8 Non-Completers' Rank in Class During Last Full Year of Attendance	95
	F-9 Progress in Reading Levels of Non-Completers Obtained Through Assessment	96
	F-10 Number of Days of Absenteeism During Last Full Year of Attendance	97
	F-11 School Records and Students' Report on Frequency of Changing High Schools	98
	F-12 School Records and Students' Report On Reasons For Changing High Schools	99
	F-13 Current Occupational Status of High school Non-Completers (also, refer to Table III-3)	100
	F-14 Current Occupational Classification of Non-Completers (also, refer to Table III-4)	101
	F-15 On The Job Relationship of Non-Completers With Co-Workers (also, refer to Table III-5)	102
	F-16 Factors Non-Completers Regard As Being Important in Job Selection (also, refer to Table III-6)	103
	F-17 Non-Completers Attitude Towards Work	104
	F-18 Non-Completers Length of Employment In Current Job (also, refer to Table III-7)	105

LIST OF APPENDICES
(continued)

APPENDIX — Page

F-19 Non-Completers Length of Unemployment (also, refer to Table III-8) 106
F-20 Non-Completers' Reasons For Being Unemployed (also, refer to Table III-9) 107
F-21 Number of Jobs Held by Non-Completers Since Leaving High School 108
F-22 Non-Completers' Tardiness for Work 109
F-23 Frequency of Absenteeism by Non-Completers Due to Illness 110
F-24 Frequency of Absenteeism by Non-Completers for Reasons Other Than Illness 111
F-25 Present Salary Earned by Non-Completers (also, refer to Table III-10) 112
F-26 Number of Non-Completers Receiving Economic Public Assistance (also, refer to Table III-11) 113
F-27 Source From Which High School Diploma or Equivalency Was Earned (also, refer to Table III-12) 114
F-28 Type of Training Non-Completers Received After Returning to School (also, refer to Table III-13) 115
F-29 Reasons Given by Students for Not Completing School (also, refer to Tables III-14, III-15 and III-16) . . 116
F-30 Non-Completers' Attitude Toward School (also, refer to Table III-17) 117
F-31 Extra-Curricular Activities in Which Non-Completers Participated (also, refer to Table III-18) 118
F-32 Subject in Which Non-Completers Finished Assignments 119
F-33 Attitude of Non-Completers Towards High School Teachers 120
F-34 Perception of Non-Completers With Regards to Receiving Individual Attention From Teachers 121
F-35 Frequency of Disciplinary Measures Administered to Non-Completers 122
F-36 Favorite High School Subjects of Non-Completers 123
F-37 Non-Completers' Reasons for Selecting Favorite Subject 124
F-38 Discussion Between Non-Completers and Others Concerning Alternatives to Leaving School 125
F-39 Reaction of Parents/Guardians to Student's Leaving School 126

LIST OF APPENDICES
(continued)

APPENDIX Page

F-40 Indication by Non-Completers of Contact From School Personnel 127
F-41 Indication by Non-Completers For Purpose of Contact By School Personnel 128
F-42 Frequency of Contact By Non-Completers With High School Counselor (also, refer to Table III-19) 129
F-43 Perceptions by Non-Completers of Reasons For Contact With Counselor (also, refer to Table III-20) 130
F-44 Identification of Individuals By Non-Completers as Source of Career Counseling 131
F-45 Number of Non-Completers Who Received Vocational Counseling 132
F-46 Subject Area In Which Non-Completers Received Vocational/Job Training While in High School (also, refer to Table III-21) 133
F-47 Post-Secondary Vocational/Academic Training Received By Non-Completers (also, refer to Table III-22) 134
F-48 Source of Non-Completers' Post-Secondary Vocational/Academic Training (also, refer to Table III-23) 135
F-49 Source of Non-Completers' Information Regarding Vocational Training (also, refer to Table III-25) . . 136
F-50 Reasons Given By Non-Completers For Enrolling In Vocational Programs (also, refer to Table III-26) 137
F-51 Relationship of Non-Completers' Training To Present Job 138
F-52 Value Placed By Non-Completers On Vocational Training 139
F-53 Benefits Received By Non-Completers From Vocational Training 140
F-54 Ways Educational System Did Not Meet Non-Completers' Needs (also, refer to Table III-27) . . . 141
F-55 Non-Completers' Suggestions of Ways Educational System Could Have Served Them Better (also, refer to Table III-28) 142
F-56 Determination From Student and School Records of Non-Completers' Special Needs 143
F-57 Determination From Student and School Records of High Schools' Awareness of Non-Completers With Special Needs 144
F-58 Determination From Student and School Records of Special Services Provided To Non-Completers With Special Needs 145

LIST OF APPENDICES
(continued)

APPENDIX		Page
G	Responses to Open Ended Questions	146
	Question 10 - Why were you unemployed? (also, refer to Table III-9 and Corollary Table F-20)	147
	Question 29 - What was the purpose of your contact with the counselor? (also, refer to Table III-20 and Corollary Table F-43)	148
	Question 32 - Did anyone discuss alternatives to leaving school? (also, refer to Corollary Table F-38)	149
	Question 33 - How did parents/guardians react when you decided to leave high school? (also, refer to Corollary Table F-39)	150
	Question 34 - Did anyone from your high school contact you after you left? (also, refer to Corollary Table F-40)	152
	Question 35 - Why did the school contact you? (also, refer to Corollary Table F-41)	153
	Question 36 - In what ways did the educational system not meet your needs? (also, refer to Corollary Table F-54)	154
	Question 37 - How could the educational system have served you better? (also, refer to Corollary Table F-55)	159
	Question 39 - While in high school, who counseled you regarding you career choice? (also, refer to Corollary Table F-44)	163
	Question 41 - Did you receive any vocational/job training in high school? (also, refer to Corollary Table F-46)	164
	Question 42 - Have you received a high school diploma/equivalency since leaving school? (also, refer to Table III-12 and Corollary Table F-27)	166
	Question 43 - After high school, did you receive any vocational/academic training? (also, refer to Table III-22 and Corollary Table F-47)	167
	Question 44 - Who encouraged you to take post-secondary vocational education? (also, refer to Table III-24)	169
	Question 45 - Where did you receive your vocational/academic training after high school? (also, refer to Table III-23 and Corollary Table F-48)	170
	Question 46 - What type of training did you receive? (also, refer to Corollary Table F-28)	171
	Question 48 - Why did you decide to get vocational training? (also, refer to Table III-26 and Corollary Table F-50)	173
	Question 49 - How did you learn about the vocational training you received? (also, refer to Table III-25 and Corollary Table F-49)	174

LIST OF APPENDICES
(continued)

APPENDIX Page

Question 55 - Why did you change school? (also, refer to Corollary Table F-12). 175
Question 56 - Do you have any special needs? (also, refer to Corollary Table F-56) 176
Question 59 - Did you receive any assistance to compensate for your special needs? (also, refer to Corollary Table F-58). 177

Comments Made About Study 178

CHAPTER I

INTRODUCTION

Never before in our history have so many governmental, educational, social, and community organizations been so concerned with the problems of youths who leave school, for whatever reason, before graduation. This concern is expressed in the recent extensive advertising campaigns featuring personal appeals by high government officials and celebrities from the entertainment world encouraging students to stay in school. And yet, for all the urgency and public concern, the dropout is not a new or rare problem. It has been, and is, one of the realities of our educational process and it will undoubtedly continue to be a fact to be faced by all segments of the society. It was some time during the early 1950's, however, that the government, educational system, and the general public began to regard the high school non-completer as a significant social problem.

Review of Literature

Interest in the high school non-completer has been generated since the early twentieth century, as evidenced by the numerous studies conducted by educators. One of the earliest of these was the study conducted by Thorndike.[1] As reported by Kline, Thorndike found that in the year 1900 most students left school during the fifth, sixth, or seventh grade. Kline[2] repeated Thorndike's study in 1918, using schools from the same 23 cities. His findings showed a significant shift in the age of the

[1] Reported in Elias J. Kline, "Significant Changes in the Curve of Elimination since 1900", Journal of Educational Research, XXVI (1933), 608-16.

[2] Ibid.

non-completer in that he found that the greatest number of school leaving occurred between the ninth and tenth grades. All subsequent studies showed that dropouts occurred during the secondary school years, although there was a shift in the reasons for this occurrence.

Of the studies that were conducted more recently, was the one by the National Advisory Council on Supplementary Centers and Services at George Washington University.[3] The study cited several projects that had as their aim the prevention of students from dropping out of school. This study showed several reasons for students leaving high school before graduating. Among these are: pregnancy, the desire to obtain a job and earn money, the feeling of failure and hopelessness, the absence of group or individual counseling, impractical curriculum, influence of out-of-school friends, lack of adequate clothing and personal clashes with teachers and authority figures. One of the projects cited in this 1975 study was one done in Los Angeles. The study was based on personal interviews of 1,000 students. The relationship between teacher and student was found to be the major reason for problems faced with in school leaving.

The 1975 National Advisory Council's report cited another study couducted jointly by Hawkeye Institute of Technology and The Waterloo (Iowa) Community School District. The two institutions joined forces to offer non-traditional, flexible training for students who left school before graduating. Among the services offered were academic skills, counseling and evaluation, vocational exploration, vocational training, pregnancy prevention, and job placement. This study concluded (1) that the basic

---

[3]National Advisory Council on Supplementary Centers and Services. Dropout Prevention (Washington, D. C.: The Council, George Washington University, 1975).

problem of the dropout was poor reading, and (2) that while career education is important, learning to read and coping with social skills should precede instruction in job-related skills.

For a long time concern has been expressed for students who did not complete their education, but until recently, it was not considered a major problem when compared to other educational issues. There was a time in the history of American public education when as many as 80% of the students left school before graduating. In the midst of the depression, 70% left school without any hope of finding a job, and it was as late as 1955 when 40% of the high school students left school before graduation, but it was still not considered a "problem".[4] Since then, events have forced the government, the educational system and the general public to grapple with this situation. This is the case because many of the factors which are associated with the dropout problem today were of little concern a few years ago. At that time, employment was available to anyone who wanted a job. Today, however, all segments of the economy are finding it impossible to place everyone in jobs. This fact in the economic life of the nation, as well as the great technological advances that are being made, assure that the dropout will find it even more difficult to survive in the society. Greene (1966)[5] enumerates seven factors why the dropout is a problem today. They are:

(1) Although the proportion of dropouts is decreasing, a greater number of young people are leaving school

(2) Our present and developing economy requires a greater degree of skill than was previously required of our labor force

---

[4]Bert I. Greene, Preventing Student Dropouts (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966), p. 1.

[5]Ibid., p. 2.

(3) The age at which a person enters the labor force is rising

(4) Too great an experience of frustration and failure deprives the student of the incentive to succeed

(5) The dropout may become a candidate for every program of social welfare throughout his/her life

(6) There are few places in our society for the dropout

(7) The dropout represents a major educational and social failure[6]

Social and Psychological Factors

To many concerned individuals and groups in the society the causes and cures of the dropout lie in the hands of administrators and teachers. Implicit in this perception and the discussions accompanying them is the notion that the school alone can solve the dropout problem if only school personnel would work a little harder. The literature, however, is both vast and clear on this point. It is now recognized that dropping out of school is symptomatic of many underlying factors. These factors are not only educational, as suggested above, but social, political, economic, as well as legal.

It is abundantly clear from the literature that many of the dropouts are not only school dropouts, but community dropouts as well. The student is conditioned by parents and the community much earlier than (s)he is by the school. As a result, many of the forces which predispose a person to leave school are found in the home and community life. One of these forces is termed in the literature as "cultural deprivation." When used in the popular sense, the term is used as an explanation of everything that is

[6] Ibid.

"wrong" with the lower socio-economic groups. Riessman (1962)[7] uses a less value-laden approach arguing that lower socio-economic groups have their own culture which has many postitive aspects. Instead, he equates cultural deprivation with educational deprivation, using both terms to describe a state in which the individual has had limited access to an educationally stimulating environment. Because of this lack of stimulation, a lower level of readiness for school results on the part of the deprived child, getting him/her off to a bad start in comparison to the non-deprived student. The student is deprived (1) because in the impoverished milieu (s)he cannot develop an adequate frame of reference (Hunt, 1961)[8], and (2) because the retardation of linguistic development in these children affects their later adjustments to life in general, and to school in particular (Jensen, 1965).[9]

While there are remedial programs set up by schools to minimize the effects of cultural deprivation, indications are that these compensatory or remedial programs that affect increased educational achievement are determined by factors other than cultural deprivation. One such factor is cultural incompatibility. As Blough (1956)[10] has shown, low socio-economic status is frequently associated with dropping out of school. Thus, Kaufman and Lewis 1968) concluded that "there is no doubt that dropping out is, on

---

[7]F. Riessman, The Culturally Deprived Child (New York: Harper and Row, 1962).

[8]J. M. Hunt, Intelligence and Experience (New York, Ronald Press, 1961).

[9]A. R. Jensen, "Social Class and Verbal Learning", in Social Class, Race, and Psychological Development, ed. by M. Deutsch and T. Pettigrew (New York: Society for the Study of Psychological Issues, 1965).

[10]T. B. Blough, "A Critical Analysis of Selected Research Literature on the Problem of School Dropout" (University of Pittsburgh Doctoral Dissertation, 1956).

the whole, a lower class problem."[11] They concluded, "At the same time, the public school system, as it is presently operated, is essentially a middle-class institution, set up to transmit middle-class values and goals."[12] It has been thought that one of the dropout's greatest difficulties may lie in a lack of motivation or aspiration, or what sociologists call "improper socialization" and the psychologist a "lack of ego-strength". Both terms, however, refer to the same situation: a failure to incorporate the middle-class values of persistence and hard work which are necessary to earning a living. This is exemplified in "the dropout's apathetic response when (s)he is told that (s)he cannot succeed without an education, in his/her refusal to get up early in the morning to go to school or work, (and) in his/her lack of ability to stick to a job (s)he dislikes in order to gain a promotion to more desirable work" (Ausubel and Ausubel, 1962).[13] The literature has shown, however, that the distinction between cultural incompatibility and cultural deprivation is somewhat artificial, in that both reside in the same people. The incompatible culture is no doubt an effect of deprivation, but it leads to self-defeating behavior patterns which only perpetuate, and often aggravate the deprivating conditions. This situation is one of mutual reinforcement, and the direction is downhill.

There are certain segments of the society who claim that students do not "drop out", but are "pushed out" of school because of factors beyond

---

[11] Jacob J. Kaufman and Morgan V. Lewis, The School Environment and Programs for Dropouts (University Park, Pennsylvania: Institute for Human Resources, Pennsylvania State University, 1968), p. 16.

[12] Ibid.

[13] D. P. Ausubel and P. Ausubel, "Ego Development Among Segregated Negro Children," in Education in Depressed Areas, ed. by A. H. Passow (New York: Bureau of Publications, Teachers College, Columbia University, 1962), p. 128.

their control. While the school may contribute to the student leaving school before graduating, there are other factors that "pull" the student out of school.

One major influence separating school success from school failure may well be what Hollingshead (1949) has termed "family culture",[14] and which manifests itself, at least in part, in friction within the family. Added to this, Allen (1956) provided statistics to show that the child's educational attainment is highly correlated with that of the parents, and that siblings within the same family tend to leave school at the same age or grade level.[15]

At least as important as the family, if not more important, is the influence exerted by the peer group. There is evidence to show that, in general, the peer culture is stronger in its influence than the family and, often it negates the effects of parental pressure. Seidler and Ravitz (1955)[16] have demonstrated that peer pressure override those of parents in the formation of social beliefs, political opinions, and occupational aspirations.

Greene (1966)[17] believes that the problem is largely economic. Because all of our youth cannot be absorbed into the labor force, industry

---

[14]A. B. Hollingshead, Elmtown's Youth (New York: Wiley and Sons, 1949).

[15]C. M. Allen, Combating the Dropout Problem (Chicago: Science Research Associates, 1956).

[16]M. B. Seidler and M. V. Ravitz, "A Jewish Peer Group," American Journal of Sociology. Vol. 61, (1955), pp. 11-15.

[17]B. I. Greene, Preventing Student Dropouts (Englewood Cliffs, New Jersey: Prentice-Hall, 1966).

needs some criterion for its hiring decisions. This has led to the practice of "credentialing". Miller (1964)[18] indicated that the society is increasingly evaluating people not on the basis of performance, but on the basis of their credentials. Even when the dropout does manage to find employment, (s)he is usually among the lowest paid and the least likely to advance.

The contribution of the educational system towards a student not completing school goes beyond cultural deprivation and cultural incompatibility. Among these are: the allocation of education resources, process of teacher placement, and the traditional practices of grading, punishment, and promotion. In the midst of the spate of criticism aimed at the public school system, the question has arisen as to whether potential dropouts can be saved and actual dropouts lured into returning by a stronger emphasis on a vocational, rather than academic curriculum. Influential voices, however, are heard on both sides of the issue. Traditionalists, among them Abraham Maslow (1965),[19] declare that the public school system was designed to provide a general education for the masses, not to serve as an apprentice-training institute. Proponents on the other hand, James Bryant Conant (1961) among them, believe that youngsters who are about to enter the labor market need saleable skills, and that their educational experiences should fit their subsequent experience.[20] Samuel Kavruk, Chief of Dropout Prevention, USOE,

---

[18] S. M. Miller, "The Outlook of Working-Class Youth," in Blue Collar World; Studies of the American Worker, ed. by A. B. Shostak and W. Gomberg (Englewood Cliffs, New Jersey: Prentice-Hall, 1964).

[19] A. H. Maslow Eupsychian Management (Homewood, Illinois: Irwin-Dorsey, 1965.

[20] J. B. Conant, Slums and Suburbs (New York: McGraw-Hill, 1961).

supports this point of view. He is quoted in the 1975 National Advisory Council's study as saying "A reasonable approach to dropout prevention is career education."

Situation in Wisconsin

It has now been three decades since hope was expressed for those individuals who had not completed high school. While dropouts are returning to school in greater numbers, there are still many students who need training and who are not being reached by educational institutions. They are still being kept out by educational, social, economic, political, and psychological factors enumerated above.

There is no doubt that all of these forces are at work in Wisconsin, thereby assuring that at least some of those who left school before graduating will never again return. Because of poor record-keeping practices, however, the number of non-completers so affected cannot be accurately determined. Nevertheless, figures supplied by the Department of Public Instruction show that for the 1969-70 academic year there were 9,690 dropouts from Grades 9-12. This number constituted 3.2% of the enrollment for the state for that year. The 1972-73 school year recorded an even greater number of non-completers in Wisconson. For that year 12,409 students (3.8%) did not graduate with a diploma. In the 1975-76 academic year 14,586 students (4.3%) did not complete high school. The data show the alarming rate of increase of the actual number of students who did not complete school. What is also disturbing is the steady increase in the proportion of non-completers to the total high school population.

Summary

In his 1963 State of the Union message to Congress President John F. Kennedy showed his concern for the youth of the United States by stating:

> The future of any country which is dependent on the will and wisdom of its citizens is damaged, and irreparably damaged, whenever any of its children is not educated to the fullest extent of his capacity, from grade school through graduate school. Today, an estimated four out of every 10 students in the fifth grade will not even finish high school - and that is a waste we cannot afford.

In spite of this expressed concern at the highest levels of government, however, the problem of the student who leaves school before graduating is still grave fifteen years later. This is true both nationally and in the state of Wisconsin. The review of the literature clearly shows that dropping out of school is a consequence of many factors which is not limited to educational issues. In addition to education therefore, the literature identifies social, economic, political, psychological, and legal factors as contributing in varying degrees to students not completing high school. Thus, the problem of the non-completer is now being recognized for what it is - a problem for the entire community and nation. In fact, it is only when the problem is viewed in this light that there is any hope of a solution. It is what happens in the home, the neighborhood, the job marketplace, and the school that determines who will not graduate from high school.

In spite of the awareness by many that the non-completer's solution is multi-faceted, the solution to this problem is still being sought by society from the educational enterprise. This is evidenced by the increased emphasis on education. It remains to be seen the degree of success that can be achieved in alleviating the dropout problem.

The Current Study

While it is appropriate to identify and help potential non-completers, this study is concerned with those students who have already left school before graduating. This study, "Follow-up of High school Non-Completers 1967-1976," has been conducted through the sponsorship of the Wisconsin Advisory Council on Vocational Education. It reflects the concern of the various populations represented by the membership of the Council, and the need for various publics to take positive action on behalf of those citizens alienated from the cultural, educational, political, and economic mainstream.

Objectives

There were three major objectives on which this study was based. They are:

1. To identify the status of non-completers from selected Wisconsin high schools for the 1967-68, 1972-73 and 1975-76 academic years

2. To identify the economic status that non-completers achieved

3. To determine the educational status of high school non-completers

In order to carry out the objectives stated above, 1,000 non-completers were selected from small, medium, and large school districts that reflected the major subgroups within the state population. Through

personal interviews, non-completers were asked to identify the jobs they entered and progressed in, whether they received any academic or vocational training since leaving high school, and whether there were prospects for job advancement. Reasons for students leaving school and returning again were also determined as well as the non-completers' perceptions of the educational system.

Definitions

During the course of this project, the following definitions were used:

1. Dropout (Non-Completer) - a student who did not graduate from high school and who left school during the 9th through 12th grades.

2. Small School Districts - those school districts that had enrollments in the 1975-76 school year of less than 1,000 students.

3. Medium-sized School Districts - those school districts that had enrollments in the 1975-76 school year of 1,000 - 3,999 students.

4. Large School Districts - those school districts that had enrollments in the 1975-76 school year of over 4,000 students.

Overview of the Study

The following statements indicate the contents of each chapter in this report.

Chapter I contains a review of the literature on the various issues relating to a student dropping out of school including social and psychological factors. The situation in Wisconsin is also described in this chapter along with information on the current study, objectives of the study, and definition of terms.

The methodology is described in Chapter II and includes a definition of the population, description of data collection methods, data collected, development of questionnaire and limitations of design.

Chapter III presents an analysis of the data obtained during the personal interviews.

A summary of the findings, discussion of the findings, and conclusions are presented in Chapter IV.

Several appendices are included at the end of the report to provide more detailed information on certain aspects of the body of the report.

CHAPTER II

METHODOLOGY

The Wisconsin Advisory Council on Vocational Education is concerned about the status of high school non-completers--the vocational attributes acquired, the academic status achieved, the vocational training received, and the level of training offered to and accepted by non-completers so as to be able to make recommendations to bring them back into the societal mainstream. To this end the Council sponsored the study "Follow-up of High School Non-Completers 1967-1976" that was jointly conducted by the Wisconsin Vocational Studies Center, University of Wisconsin-Madison, and the Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout. The methodology and design of the study are described below.

Methodology

The study was designed so as not to violate confidentiality laws. These laws preclude the release of students' names, addresses, and other information by school officials to persons who are neither licensed school personnel nor employed by the school district. In order to verify the legality of the procedure a legal opinion was requested by the researchers from DPI's legal counsel. The response from that office confirmed the belief that the procedure was not in conflict with either sec. 113.125, Wisconsin Statutes, relating to confidentiality of pupil records or with applicable federal law (See Appendix A).

With the legal aspects of the study settled school districts that had non-completer rates in excess of the 4.3% state non-completer rate for the 1975-1976 school year were contacted to seek their cooperation in the

study. Initial contacts with schools were made by phone. Responsibility for contacting schools in the northern part of the state was given to the Center for Vocational, Technical, and Adult Education, while the southern part of the state was given to the Wisconsin Vocational Studies Center. Most schools requested additional written details. Among the information supplied to schools was a brief description of the project objectives, sampling procedures, role of schools, role of contracting employee, and request for cooperation. This project description, titled "Follow-up of High School Non-Completers 1967-1976: A Summary" is found in Appendix B. In some instances, the researchers were requested to visit schools personally to present additional information regarding the study. Most schools were convinced that the study would give them new insights on the dropout phenomenon so that steps could be taken to prevent students currently enrolled from doing so. There were a few schools, however, that refused to participate in the study.

After the school districts agreed to participate, they were requested to suggest members of their staff who were agreeable to working with the research Centers. Contact was made personally or by phone to explain to prospective interviewers what their function and compensation would be and what time committments had to be made. Invitations were extended to prospective interviewers requesting that they attend a one-day inservice training.

Instrument Design

While the schools and interviewers were being identified, steps were taken to develop a questionnaire that was consistent with project objectives. During the initial stages of the development of the instrument several members of the Advisory Council offered their views on the topics

they were interested in having addressed. From these topical ideas a preliminary draft of the instrument was developed. The draft of the instrument was referred to the Research committee of the Advisory Council for their reaction. At a special meeting of the Research committee opportunity was given for members to react to the format and content of the questionnaire. At that meeting some items were accepted as presented, others were modified, others were deleted, while still others were added. After the input from the Advisory Council and other sources, a third draft was prepared for field testing. Participating in the field testing were faculty and staff of Fox Valley Technical Institute. Following the field testing, the final draft of the instrument was completed.

In its final form the instrument was a 6-page, 100-item color-coordinated questionnaire preceded by a detachable identification page and a cover sheet (See Appendix C). The identification page was provided so that the interviewer could record the student's name, address, and telephone number. Before the completed instrument was forwarded by the interviewer, (s)he was required to detach the page so as not to divulge the individual's identity. On the cover sheet, space was provided for interviewer's name and school. Also included was a short passage that served as a sample for introducing the study to the interviewee. Space was provided to record detailed results of each call and the outcome of those interviews that were not completed.

The body of the instrument was divided into five sections. Information was sought on the individual's employment history from the responses to the items in Section I; while his/her feelings toward the educational system were made known by the responses to items in Section II. Responses to items in Sections III and IV provided information on the respondent's

vocational training and high school educational background. Section V elicited personal information about interviewees. Opportunity was provided for in Sections IV and V for interviewers to obtain responses from both school records and interviewees so that a comparison could subsequently be made between the perception of the school and that of the student on her/his lack of progress in school.

Sampling Procedures

In order to meet the objectives of the study, schools with the highest non-completer rates, generally in excess of the 4.3% state average for 1975-76, were divided into three categories viz., small, medium, and large school districts. Small school districts, usually found in rural areas, were those with enrollments of 999 or less students in Grades K-12. Medium-sized school districts were those with enrollments of 1,000-3,999 in Grades K-12, and were characteristically found in urban-rural areas. Large school districts, usually found in large urban areas, were those with enrollments in excess of 4,000 students in Grades K-12. The 1975-76 enrollment statistics from the Department of Public Instruction were used to categorize school systems in the sampling plan. Table II-1 shows the sampling plan by year and school and sample size.

The three years from which non-completers were selected are listed at the left of Table I. They are 1975-76, 1972-73, and 1967-68. The three school size categories are listed on the right. For the total sample of 1,000 dropouts, 400 were selected from those students who did not graduate in 1975-76, 400 from the 1972-73, and 200 from the 1967-68 academic year. By school size, 250 students were selected from small school districts, 375 from medium-sized school districts, and 375 from large school districts.

TABLE II-1

SAMPLING PLAN

YEAR	SCHOOL AND SAMPLE SIZE			
	Small	Medium	Large	Total Sample
1975-76	100	150	150	400
1972-73	100	150	150	400
1967-68	50	75	75	200
	250	375	375	1,000

Sample size for the three categories of school districts were determined by the county non-completer rate, school non-completer rate, and enrollment of the school district. These data were obtained from DPI through the Department's publication "Planning for Better Education 1975-76." The following school districts participated in the study. They are:

1. Large school district - Milwaukee, Racine, Kenosha, La Crosse, Chippewa Falls, Rhinelander, Stevens Point, Marshfield.

2. Medium sized school districts - East Troy, Lake Mills, Wilmot, Middleton, Parkview, Jefferson, Watertown, Oconto, Stanley, Adams-Friendship, Marion, Gillet, New London, Barron.

3. Small school districts - Johnson Creek, Randolph, Ithaca, Weston, Cassville, Viroqua, Necedah, Montello, Blair, Cornell, Melrose, Wausaukee, Shiocton, Bruce, Glenwood City, Crandon, Prairie Farm, Spencer, Siren

Based on the enrollment figures and non-completer rates, the sample size for each school district was proportionately determined. This was done by multiplying the dropout rate by the enrollment, and proportionally decreasing the numbers for the school districts in each of the three school-size categories to approximate the total sample size. The size of the sample for each school district was then arranged to fit the predetermined 1: 2: 2 ratio for the years 1967-68, 1972-73, and 1975-76. For example, one school's sample was determined to be 65. In order to achieve the 1: 2: 2 ratio, a sample of 13 had to be drawn for 1967-68, and 26 each for 1972-73, and 1975-76. It should be pointed out, however, that the 1: 2: 2 ratio was not achieved in every case. In one school district, for example, the total sample of 120 was drawn from the 1975-76 school year because of the unavailability of student records for the remaining study years. In other cases, especially in small school districts, the limiting factor was the number of dropouts. Tables II-2 and II-3 show the school districts' total sample, and sample size for each of the three study years.

In order to facilitate research activities, the State was divided into two parts. Schools in the northern part of Wisconsin were assigned to the Center for Vocational, Technical, and Adult Education, UW-Stout, while schools in the southern part of the state were the responsibility of the Wisconsin Vocational Studies Center, UW-Madison. Tables II-2 and II-3, therefore, reflect this division in responsibility.

TABLE II-2

UW-STOUT SAMPLE ALLOCATION
BY YEAR AND SCHOOL SIZE

	District Name	1975-76	1972-73	1967-68	TOTAL
	Large				
1.	La Crosse	12	10	5	27
2.	Chippewa Falls	11	7	7	25
3.	Rhinelander	14	16	5	35
4.	Stevens Point	18	16	7	41
5.	Marshfield	10	10	5	25
	Medium				
1.	Oconto	10	9	6	25
2.	Stanley	9	6	6	21
3.	Adams-Friendship	9	8	4	21
4.	Marion	8	8	4	20
5.	Gillet	8	8	4	20
6.	New London	8	8	4	20
7.	Barron	8	8	4	20
	Small				
1.	Necedah	6	6	4	16
2.	Montello	6	6	3	15
3.	Blair	6	6	3	15
4.	Cornell	6	6	3	15
5.	Melrose	6	6	4	16
6.	Wausaukee	6	7	3	16
7.	Shiocton	4	4	2	10
8.	Bruce	6	4	3	13
9.	Glenwood	6	6	3	15
10.	Crandon	11	10	5	26
11.	Prairie Farm	6	6	1	13
12.	Spencer	6	6	3	15
13.	Siren	6	6	3	15
	TOTALS	206	193	101	500

TABLE II-3

UW-MADISON SAMPLE ALLOCATION
BY YEAR AND SCHOOL SIZE

District Name	1975-76	1972-73	1967-68	TOTAL
Large				
1. Milwaukee	120	0	0	120
2. Racine	26	26	13	65
3. Kenosha	22	22	11	55
Medium				
1. East Troy	10	10	5	25
2. Lake Mills	10	10	5	25
3. Wilmot	12	12	6	30
4. Middleton	12	12	6	30
5. Parkview	12	12	6	30
6. Jefferson	8	8	4	20
7. Watertown	8	8	4	20
Small				
1. Johnson Creek	6	6	3	15
2. Randolph	6	6	3	15
3. Ithaca	4	4	2	10
4. Weston	6	6	3	15
5. Cassville	4	4	2	10
6. Viroqua	6	6	3	15
TOTALS	272	152	76	500

Although the sampling plan called for conducting 1,000 interviews, 966 were actually completed. Even the flurry of activity just before the August 15, 1978, deadline was not enough to overcome the time constraints. In three instances, unforeseen circumstances precluded interviewers from undertaking their assignment. Alternate interviewers and/or schools were sought for with success achieved in replacing two. To replace the third would have meant extending project deadline and thus completion date. The decision was made to forego 10 of the interviews assigned to one High School. The cut-off date for completion of interviews, as well as enrollment limitations in smaller school districts, precluded five interviewers from completing the number of interviews assigned to them. Because of the above-stated reasons 96.6% instead of 100% of the interviews were completed. Still, 41 school districts involving 52 schools located in various areas throughout the state participated in the study. The 966 completed interviews, were conducted by 64 interviewers. Dozens of contacts in excess of the 966 were made, but interviews could not be completed due to death of, or refusal by the former high school student; or, the inability of interviewers to locate individuals included in the sample.

Inservice for Interviewers

The successful conclusion of the study was greatly facilitated by the role of the 64 interviewers. As a matter of fact, it would have been almost impossible to accomplish project objectives were it not for the cooperation and efforts of these public school staff members.

Prospective interviewers were invited to attend one of the three one-day inservice sessions. These inservice sessions were held on May 6, 1978

at Arrowhead Motor Lodge, Black River Falls; on May 13, 1978, at Hoffman House, Wausau; and again on May 13, 1978, at Holiday Inn, Waukesha. The Saturday sessions were held from 9:30 a.m. - 3:00 p.m. At these inservice meetings interviewers were given detailed information on the purpose and objectives of the study and what their role as interviewers would be. Specifically, the functions of interviewers, besides attending the one-day inservice training session were: 1) Go through school records for 1967-68, 1972-73, and 1975-76 to determine total number of non-completers for each of these years; 2) use a table of random numbers to select the names of those students that were to be included in the sample; 3) compile lists with names, addresses, and telephone numbers of these former students; 4) locate individuals named on the list; 5) interview them in person or by telephone; and 6) return completed instruments to research Centers. Agendas for the inservice meeting and an information sheet for prospective interviewers are included in Appendix D and Appendix E of this report.

After interviewers were instructed in the procedure to be followed for obtaining the sample for their school, they were offered principles that were found to facilitate and improve interviewing techniques. Since the goal of any survey is to obtain accurate and complete information on the problem being studied, it was stressed that the interviewer's part in the process is extremely important since (s)he is the person who actually collects the data.

After information on interviewing principles and procedures were presented, interviewers attending the inservice sessions became actively involved in the role-playing technique in which they utilized their interviewing skills. Participants were grouped in two's with one initially

functioning as the interviewer and the second member of the group as the interviewee. This exercise was repeated with members of each group switching roles.

Unfortunately, not all prospective interviewers attended an inservice session. To compensate for the few who were unable to attend because of prior commitments, individual meetings were held at which time they were given all the information imparted at the inservice sessions.

The persons attending the inservice sessions were paid a stipend and mileage. All interviewers were paid on a predetermined pay scale based on the number of interviews completed. This arrangement and the amount of compensation were satisfactory to all public school employees participating in the project. School administrators did not object to this arrangement since work was done on the employee's time and at no cost to the districts.

Working Relationships

This study was undertaken jointly by the following groups: Wisconsin Advisory Council on Vocational Education; the Wisconsin Vocational Studies Center, University of Wisconisn-Madison; and the Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout. Summarized below were the major responsibilities of the three groups.

1. WISCONSIN ADVISORY COUNCIL ON VOCATIONAL EDUCATION

   The major responsibilities of the Council were to:

   a) Fund Project.

   b) Appoint committee to work with UW-Madison and UW-Stout project staff to give direction and provide input in the project generally and the instrument specifically.

   c) Monitor progress of project through reports by the Centers.

2. WISCONSIN VOCATIONAL STUDIES CENTER, UNIVERSITY OF WISCONSIN-MADISON

The major responsibilities of the Wisconsin Vocational Studies Center were to:

a) Coordinate project between the Centers and the Council.

b) Jointly select schools in the state with Stout.

c) Jointly prepare and conduct sessions to train on-site interviewers with Stout.

d) Prepare instrument with input from UW-Stout and the Council.

e) Oversee 50% of the schools located in the southern half of Wisconsin.

f) Jointly set sliding scale for remunerating interviewers with Stout.

g) Jointly write final report with Stout.

h) Print instrument.

i) Print and disseminate final report.

j) Pay interviewers.

k) Jointly prepare communication to school personnel with Stout.

l) Develop recommendations with input from UW-Stout and the Council.

3. CENTER FOR VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, UNIVERSITY OF WISCONSIN-STOUT

The major responsibilities of the Center for Vocational, Technical, and Adult Education were to:

a) Jointly select schools in the state with UW-Madison.

b) Jointly prepare instrument with UW-Madison and the Council.

c) Oversee 50% of the schools selected, located in the northern half of Wisconsin.

d) Jointly set sliding scale for remuneration of interviewers with UW-Madison

e) Prepare data for processing.

f) Process data.

g) Interpret data.

i) Arrange data in form consistent with project objectives.

A chart showing the assignment of duties between the two Centers is included below.

Assignment of Duties

Duties	Responsibility of UW-Madison	Responsibility of UW-Stout	Joint Responsibility
Project coordination	X		
Selection of schools			X
Training of interviewers			X
Preparation of instrument			X
Communication with schools			X
Payment of interviewers	X		
Data processing		X	
Final report writing			X
Final report printing	X		
Printing instrument	X		
Recommendations			X
Data analysis		X	

CHAPTER III

SURVEY RESULTS*

Data collection for the study "Follow-up of High School Non-Completers 1967-76" was accomplished by interviewing, in person or by telephone, the 966 respondents who agreed to participate in the study. This chapter reports the data collected and the analysis to which the data were subjected.

Organization of Data

Not all items in the instrument relate to the specific objectives of the study; nor were the items arranged in an order dictated by the objectives. In reporting the data however, items relating to specific objectives were grouped together. (Data relating to those items that did not specifically relate to the objectives of the study have been placed in Appendix F.)

Data reported in this chapter have been organized by the year individuals left school as well as the aggregate for the total sample. Corresponding data, analyzed by school size and year of non-completion have been included in Appendix F. These "Corollary Tables" also report totals for the three years from which the sample was taken.

Data Analysis

Since the study was intended to be descriptive of the status of high school non-completers in Wisconsin, frequency and percentages were the primary analyses to which the data were subjected. Accordingly, the total data set was analyzed by school size and year students left school.

*The Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout had primary responsibility in organizing and analyzing the data in this chapter and the Appendix.

In addition, several items were analyzed by sex and ethnic background. Responses to open-ended questions were tallied and are reported in Appendix G.

The percentages reported in the Tables in Chapter III and the corresponding Tables in Appendix F do not match due to the method used in calculating this statistic. In Chapter III, percentages were calculated on the basis of the number of interviewees (N) responding to a particular item. In the Corollary Tables, however, the percentages were calculated on the basis of the total number of interviews (966) conducted.

In a few cases, a small number of interviewers failed to indicate the year that a student left school. As a result, data from these interviews were not included in the individual years from which the sample was taken. This fact would account for the disparity between the aggregate for the individual years and the total.

As reported earlier, 966 interviews were completed. Two hundred and twenty nine (23.7%) of those were from non-completers who attended small schools. Medium school districts accounted for 314 (32.5%), while 423 (43.7%) were from large school districts. Information on the number of interviews by school size and year students left school is reported in Table III-1.

Because no indication was given by some interviewers on the year a small number of interviewees left school, the aggregate for 1967-68, 1972-73, and 1975-76 does not equal the total. For small school districts therefore, no indication was given of the year 27 (2.9%) students left school. This was also the case for 5 (0.5%) and 25 (2.9%) students for medium and large school districts respectively.

TABLE III-1

CLASSIFICATION OF INTERVIEWS
BY SCHOOL SIZE AND YEAR OF NON-COMPLETION

N=966

School Size	1967-8		1972-3		1975-6		TOTAL	
	N	%	N	%	N	%	N	%
Small	42	4.3	71	7.3	89	9.2	229	23.7
Medium	53	5.5	113	11.7	143	14.8	314	32.5
Large	55	5.4	118	12.2	225	23.2	423	43.7

The first objective of the study was to identify the status of high school non-completers. While all of the objectives were designed to illustrate the status of these students who left school before graduating, this objective was specifically aimed at identifying biographic data of non-completers (See Table III-2). Five hundred and forty six (57%) of the respondents are men while 410 (42%) are women. Of the 966 respondents 751 (78%) are married, 102 (11%) are divorced, and 65 (7%) are widowed.

The data show that 850 (88%) of the respondents are White, 81 (8%) are Black, 16 (2%) are Native American, and 12 (1%) are Spanish.

The primary spoken language of 944 (97%) of the non-completers is English, while 18 (2%) report that their language is Spanish.

Eight (1%) respondents indicated that they are migrants.

With respect to military service, 112 (12%) report that they are veterans while 20 (2%) are currently serving in one of the branches of the service.

Table III-3 reports the employment status of High School Non-Completers. Five hundred and eighty one (60%) are employed full time in a

TABLE III-2

BIOGRAPHIC DATA OF NON-COMPLETERS

Biographic Data		1967-8		1972-3		1975-6		TOTAL	
		N	%	N	%	N	%	N	%
Sex	Male	61	52	156	56	250	57	546	57
	Female	54	46	122	44	183	42	410	42
Marital Status	Single	19	13	105	38	295	68	14	1
	Married	97	69	144	51	127	29	751	78
	Divorced	23	16	24	9	6	1	102	11
	Widowed	1	1	1	0	1	0	65	7
	Separated	1	1	4	1	6	1	24	2
Ethnic Background									
	Black	0	0	2	6	60	14	81	8
	White	135	96	263	94	363	83	850	88
	Spanish	3	2	5	2	3	1	12	1
	Native American	2	1	3	1	11	3	16	2
	Asian	0	0	0	0	0	0	0	0
Primary Language Spoken									
	English	139	99	272	96	429	97	944	97
	Spanish	2	1	8	3	6	1	18	2
	Native American	0	0	1	0	2	0	3	0
Migrant	Yes	3	1	3	1	4	1	8	1
	No	271	97	275	98	430	98	948	98
Veteran	Yes	38	27	37	13	29	7	112	12
	No	101	72	237	85	399	91	834	86
Currently enlisted		0	0	7	2	10	2	20	2

See Corollary Table F-1 for additional information

TABLE III-3

CURRENT OCCUPATIONAL STATUS OF
HIGH SCHOOL NON-COMPLETERS

N=967

Occupational Status:	1967-8		1972-3		1975-6		TOTAL	
	N	%	N	%	N	%	N	%
Employed full-time in paid occupation	100	71	173	61	243	55	581	60
Employed part-time	8	5	23	8	41	9	81	8
Unemployed, looking for employment	3	2	25	9	64	14	96	10
Unemployed, not looking for employment	8	6	17	6	26	6	60	6
Full-time homemaker, not looking for employment	21	15	34	12	43	10	113	12
Full-time homemaker, looking for paid employment	1	1	2	1	11	2	14	1
Full-time student	0	0	4	2	13	3	22	2

See Corollary Table F-13 for additional information

paid occupation with 81 (8%) employed part time. However 96 (10%) indicate that they are looking for work, while 60 (6%), though unemployed, are not looking for work. Full-time homemakers who are not looking for work account for 113 (12%) of the respondents. Twenty two (2%) respondents indicate that they are full-time students.

The current occupational classification of non-completers are reported in Table III-4. The data show that 207 (21%) are in manufacturing while 95 (10%) are in construction. Marketing and distribution, agriculture, recreation and transportation follow with 59 (6%), 58 (6%), 55 (6%) and 52 (5%) respectively.

TABLE III-4

CURRENT OCCUPATIONAL CLASSIFICATION
OF NON-COMPLETERS

N=675

Occupational Classification:	1967-8		1972-3		1975-6		TOTAL	
	N	%	N	%	N	%	N	%
Agriculture, agri-business, natural resources	10	7	14	5	28	6	58	6
Business and office	5	4	7	2	7	2	21	2
Communication and media	0	0	2	1	5	1	7	1
Construction	19	13	36	13	36	8	95	10
Consumer and home-making education	0	0	2	1	4	1	6	1
Ecology and environment	1	1	6	1	0	0	7	1
Fine arts and humanities	1	1	0	0	0	0	1	0
Health occupations	6	4	6	2	7	2	23	2
Manufacturing	37	26	59	21	80	18	207	21
Marine science	0	0	1	0	1	0	2	0
Marketing and distribution	10	7	17	6	25	6	59	6
Personal services	6	4	11	4	19	4	39	4
Public services	3	2	10	4	23	5	43	4
Recreation and hospitality	6	4	11	6	23	5	55	6
Transportation	5	4	15	5	28	6	52	5

See Corollary Table F-14 for additional information

Non-completers' perception of their relationship with fellow employees is reported in Table III-5. Three hundred and seventy five (60%) respondents enjoy very good working relationships with other employees; 241 (38%) report fairly good relationships; while 14 (2%) respondents report that they do not have good working relationships.

TABLE III-5

ON THE JOB RELATIONSHIP OF
NON-COMPLETERS WITH CO-WORKERS

N=630

Type of Relationship	1967-8		1972-3		1975-6		TOTAL	
	N	%	N	%	N	%	N	%
Very Good	61	61	106	58	163	59	375	60
Fairly Good	38	38	73	40	105	38	241	38
Not Good	1	1	3	2	9	3	14	2

See Corollary Table F-15 for additional information

Of the seven factors listed as being important in selecting a job, 723 (26%) respondents regarded a good salary as the most important one. "Friendly, easy people to work with" was ranked second by 447 (16%) respondents; while "A chance to do what I like" was ranked third by 415 (15%) respondents. "Good benefits" and "Security for the future" were ranked fourth and fifth by 361 (13%) and 271 (10%) respondents respectively. This information is reported in Table III-6.

Information was obtained regarding the length of time non-completers have been at their present job. The data show that 228 (34%) respondents have been at their jobs for longer than two years, while 136 (21%) have spent between one and two years on their present job. However,

TABLE III-6

FACTORS NON-COMPLETERS REGARD
AS BEING IMPORTANT IN JOB SELECTION

N-2722

Factors:	1967-8		1972-3		1975-6		TOTAL	
	N	%	N	%	N	%	N	%
Friendly, easy people to work with	61	15	134	17	203	16	443	16
Good Salary	107	26	217	27	320	26	723	26
Good benefits	53	13	114	14	152	12	361	13
Security for the future	37	9	76	10	130	11	271	10
A chance to do what I like	60	15	106	13	193	16	415	15
A chance to work on my own	18	4	41	5	61	5	133	5
A chance to get ahead	31	8	44	6	86	7	179	7
Other	36	9	59	7	71	6	193	7

See Corollary Table F-16 for additional information

165 (25%) respondents reported that they spent between two to six months on the current job.

When duration of employment is analyzed by year of non-completion it is found that 84 (76%) of the 1967-68 non-completers have held their present job for a year or longer. For those students who left school in 1972-73 before graduating, 129 (66%) reported that they have held their jobs for the same period. Data for the 1975-76 non-completers show that 111 (39%) have been employed for a year or longer. (See Table III-7 for further details.)

TABLE III-7

NON-COMPLETERS' LENGTH OF EMPLOYMENT
IN CURRENT JOB

N=662

Length of Employment:	1967-8		1972-3		1975-6		TOTAL	
	N	%	N	%	N	%	N	%
One month or less	3	3	8	4	39	14	57	9
Two to six months	15	14	43	23	87	31	165	25
Seven to eleven months	8	7	17	9	45	16	76	1
One to two years	17	15	43	23	62	22	136	21
More than two years	67	61	86	43	49	17	228	34

See Corollary Table F-18 for additional information

TABLE III-8

NON-COMPLETERS' LENGTH OF
UNEMPLOYMENT

N-256

Length of Unemployment:	1967-8		1972-3		1975-6		TOTAL	
	N	%	N	%	N	%	N	%
Less than one month	3	13	6	12	38	19	47	18
One to six months	1	7	16	32	60	30	77	30
Six months to one year	0	0	7	14	38	19	45	17
One year to two years	1	7	3	6	22	11	26	10
More than two years	10	67	19	38	32	16	61	24

See Corollary Table F-19 for additional information

As shown in Table III-8, 61 (24%) respondents have been without a job for more than two years; 77 (30%) respondents have been unemployed between one to six months; while 71 (27%) did not work for a period of six months to two years. When the data are examined by year of non-completion,

it is shown that 10 (67%) respondents have been unemployed for over two years. For 1972-73 and 1975-76, however, 19 (38%) and 32 (16%) respondents respectively have been without a job for that same period.

Examination of the actual numbers show that 10 of the 1967-68 non-completers have been without a job for over two years, compared to 19 for 1972-73 and 32 for 1975-76 for that same period.

The reasons for non-completers being unemployed are reported in Table III-9. Fifty six (31%) respondents indicated "family obligations" as the major factor preventing them from seeking employment. Twenty three (13%) of the unemployed respondents indicated that they were temporarily laid off; while 18 (10%) reported that they are unemployed because of inadequate occupational training. Other reasons given by non-completers for their state of unemployment are reported in Appendix G.

TABLE III-9

NON-COMPLETERS' REASONS FOR BEING UNEMPLOYED

N-180

Reason:	1967-8		1972-3		1975-6		TOTAL	
	N	%	N	%	N	%	N	%
Family obligations	9	55	18	36	23	23	56	31
Illness, poor health	0	0	3	6	9	9	14	8
Not enough occupational training	1	6	3	6	14	14	18	10
Unsure of interests and abilities	1	6	6	12	4	4	13	7
Over-supply of workers in my field	0	0	1	2	4	4	5	3
Not enough income in former job	0	0	0	0	4	4	4	3
Temporarily laid off	4	24	6	12	13	13	23	13
Other	2	12	12	24	28	28	47	26

See Corollary Table F-20 for additional information

The second objective of the study was to determine the economic level achieved by non-completers. The salary earned by interviewees is presented in Table III-10. Three hundred and two (33%) reported that they earn less than the minimum wage. Another 286 (31%) interviewees indicated that they earn between $2.65 and $4.00 per hour, while the 316 (35%) remaining respondents report that they earn more than $4.00 per hour. From these figures therefore, the median income of high school non-completers is $3.40 per hour or about $7,000 per year. This amount compares to the per capita income in Wisconsin of $6,131 for 1976 (Job Service, 1976).

TABLE III-10

PRESENT SALARY EARNED BY NON-COMPLETERS

N-904

Present Salary:	1967-8		1972-3		1975-6		TOTAL	
	N	%	N	%	N	%	N	%
None or below minimum wage	36	27	95	35	171	39	302	33
$2.65 to $4.00 an hour	34	26	69	26	149	35	286	31
$4.01 to $5.00 an hour	15	11	37	11	55	13	121	13
$5.01 to $6.00 an hour	15	11	24	9	20	5	66	7
Over $6.00 an hour	29	23	41	11	24	5	105	13
Other (sales, farming, etc.)	4	3	5	2	13	3	24	2

See Corollary Table F-25 for additional information

The number of unemployed high school non-completers receiving public economic assistance is reported in Table III-11. Of the 179 interviewees responding to this questions 71 (40%) indicated that they are receiving some type of public assistance. The seventy one non-completers who

reported that they are receiving public economic assistance make up 7% of the total sample of 966 interviewees. As reported in the 1976 Wisconsin Blue Book however, 4.4% of the state population receive public economic assistance.

TABLE III-11

NUMBER OF NON-COMPLETERS
RECEIVING ECONOMIC PUBLIC ASSISTANCE

N-179

Public Assistance	1967-8		1972-3		1975-6		TOTAL	
	N	%	N	%	N	%	N	%
Receiving	9	56	19	37	35	36	71	40
Not Receiving	7	44	32	73	61	64	108	60

See Corollary Table F-26 for further information

Data pertaining to Objective 3 (Determining the educational status of high school non-completers) are reported in Table III-12 and Table III-13. Seven hundred and two (72%) respondents indicated that they did not earn high school diplomas or equivalent since leaving school. Table III-12 does show that 268 (27%) interviewees who left school before graduating did earn high school diplomas. Both the number and percentage of high school non-completers without diplomas show an increase between 1972-73 and 1975-76. Of the 286 interviewees for 1972-73, 190 (66%) did not graduate from high school. This figure compares to 352 (80%) without diplomas for 1975-76. Eighty (8%) non-completers who did earn a high school diploma or equivalent listed vocational/technical as the source of their credentials. The vocational/technical schools were followed by the military [59 (6%)] and the original high school [51 (5%)]. Other sources are listed in Appendix G.

TABLE III-12

SOURCE FROM WHICH HIGH SCHOOL DIPLOMA/
EQUIVALENCY WAS EARNED

N=970

Placed Earned:	1967-8		1972-3		1975-6		TOTAL	
	N	%	N	%	N	%	N	%
From original high school	9	6	13	5	24	5	51	5
From another high school	5	4	14	5	8	2	29	3
From vocational/ technical school	13	9	33	11	23	5	80	8
From military service	21	15	23	8	11	2	59	6
Other	10	7	13	5	20	5	49	5
None	31	58	190	66	352	80	702	72

See Corollary Table F-27 for additional information

The type of training non-completers received on returning to school is listed in Table III-13. The data show that 102 (29%) completed vocational programs of one year or less; while 84 (24%) respondents indicated ABE/GED as the type of training they received.

TABLE III-13

TYPE OF TRAINING NON-COMPLETERS
RECEIVED AFTER RETURNING TO SCHOOL

N=353

Type of Training:	1967-8		1972-3		1975-6		TOTAL	
	N	%	N	%	N	%	N	%
Apprenticeship	3	4	6	5	5	4	15	4
ABE-GED	14	20	30	26	35	25	84	24
Prevocational, remedial courses	1	1	9	8	11	8	22	6
MDTA/CETA program	2	2	4	3	5	4	13	4
One year or less occupational program	21	30	41	35	31	22	102	29
Two year diploma occupational program	3	4	7	6	5	4	16	5
Two year associate degree program	4	6	0	0	4	3	9	3
College, university	7	10	5	4	4	3	16	5
Other	15	20	14	12	41	29	76	22

See Corollary Table F-28 for additional information

Reasons given by non-completers for leaving school before graduating are listed in Table III-14. Table III-15 and Table III-16 report the same reasons by sex and ethnic background respectively.

TABLE III-14

REASONS GIVEN BY STUDENTS FOR
NOT COMPLETING HIGH SCHOOL

N-571

Reason	N	%
Suggested by the school	18	3
Expelled by the school	11	2
Attendance	13	2
Transfer to another school/moved	10	2
Didn't like school	117	20
School environment	31	5
Didn't see value of school	21	4
Poor course offerings	1	0
Conflict with teachers	20	4
Boredom/lost interest	14	2
Older than other students	8	1
Just gave up	3	1
Over 18	6	1
Academic deficiencies	67	12
Family obligation	8	1
Personal or family problem	28	5
Family pressure	4	1
Peer acceptance/pressure	18	4
Racial conflict	3	1
Marriage	27	5
Pregnancy	36	6
Illness	2	0
Handicap	1	0
Drug problem	3	1
Needed money	6	1
Work	72	13
To enter service	20	4
Travel	1	0
Ran away	1	0
Trouble with the law	1	0

See Corollary Table F-29 for additional information

As shown in Table III-14, the most frequent response was "I didn't like school" given by 117 (20%) interviewees. The second most frequent response was work given by 72 (13%) respondents followed by academic deficiences indicated by 67 (12%) those interviewed. Other reasons frequently indicated were: dislike for the school environment by 31 (5%) respondents; personal or family problems by 28 (5%) respondents; and peer pressure by 18 (4%) respondents. Thirty six (6%) interviewies indicated pregnancy and 20 (4%) to enter service.

The same information, analyzed by sex, show the reasons given by males and females for not graduating from high school. For example 83 (35%) males indicated that they did not like school, 51 (22%) had academic deficiencies, while 56 (24%) left because of job-related reasons.

Thirty-three (24%) females also indicated that they did not like school while 35 (24%) gave pregnancy as their reason for not completing school.

TABLE III-15

REASONS FOR NOT COMPLETING
HIGH SCHOOL ANALYZED BY SEX

Reason	Male		Female	
	N	%	N	%
Suggested by school	14	6	4	3
Expelled by school	4	2	7	5
Didn't like school	83	35	33	24
School environment	21	9	9	7
Academic deficiencies	51	22	15	11
Marriage	5	2	21	15
Pregnancy	0	0	35	24
Work	56	24	12	9
TOTAL	544		407	

When analyzed by ethnic background, 12 (27%) Blacks and 103 (34%) Whites indicated they did not like school while 11 (27%) Blacks and 51 (17%) Whites left school because of academic deficiencies.

TABLE III-16

REASONS FOR NOT COMPLETING HIGH SCHOOL ANALYZED BY ETHNIC BACKGROUND

Reason	Black		White		Spanish		Native American		Asian	
	N	%	N	%	N	%	N	%	N	%
Suggested by school	2	5	16	5	0	0	0	0	0	0
Expelled by school	2	5	9	3	0	0	0	0	1	20
Didn't like school	12	27	103	34	1	17	1	10	0	0
School environment	9	20	18	5	1	17	3	30	1	20
Academic deficiences	11	27	51	17	2	35	1	10	1	20
Marriage	2	5	24	8	0	0	1	10	0	0
Pregnancy	9	20	26	8	0	0	1	10	0	0
Work	7	16	57	19	2	17	3	30	2	40

Non-Completers' attitude towards school is reported in Table III-17. Four hundred and eleven (43%) of 960 respondents did not like school, while 216 (22%) were not sure if they liked or disliked school. Two hundred and thirty six (24%) reported that they experienced difficulties in school, while 392 (40%) found school difficult at times. Still, 407 (42%) regarded school as a worthwhile experience. This number compares to 279 (29%) who indicated that school was a waste of time and 260 (27%) who could not decide whether school was a worthwhile experience.

Extra curricular activities in which non-completers participated are reported in Table III-18. Five hundred and thirty six (45%) report no participation. However, 248 (21%) indicated athletics as the activity in which they participated, with involvement by 114 (10%) in music and 117 (10%) in vocational activities.

TABLE III-17

NON-COMPLETERS' ATTITUDE TOWARDS SCHOOL

N=946

Perceptions of School:	1967-8		1972-3		1975-6		TOTAL	
	N	%	N	%	N	%	N	%
Like	51	36	92	32	157	36	333	34
Dislike	70	50	124	44	177	41	411	43
Ambivalent	20	14	61	22	101	23	216	22
Difficult	30	42	78	28	92	21	236	24
Easy	42	30	87	31	161	37	323	33
Ambivalent	54	38	109	39	179	41	392	40
Waste of time	39	28	84	34	123	28	279	29
Worthwhile	61	43	108	39	196	45	407	42
Ambivalent	36	26	84	30	110	25	260	27

See Corollary Table F-30 for additional information

TABLE III-18

EXTRA-CURRICULAR ACTIVITIES IN WHICH NON-COMPLETERS PARTICIPATED

N=1177

Type of Activity:	1967-8		1972-3		1975-6		TOTAL	
	N	%	N	%	N	%	N	%
None	75	39	160	45	246	48	526	45
Athletics	34	18	67	19	115	23	248	21
Music	24	13	33	9	42	8	114	10
School assistant	4	2	6	2	4	1	16	1
Vocational activities	23	12	38	11	41	8	117	10
Leisure or hobby club	3	2	5	1	8	2	17	1
Drama, debate or newspaper	10	5	9	3	9	2	31	3
Club member	13	7	22	6	20	4	61	5
Other	5	3	10	3	18	4	37	3

See Corollary Table F-31 for additional information

Tables III-19 and III-20 report the frequency and purpose for non-completers' contact with high school counselors. Three hundred and fifty one (36%) contacted their counselors three or more times a year; while 440 (45%) respondents contacted their counselors once or twice a year.

TABLE III-19

FREQUENCY OF CONTACT BY NON-COMPLETERS WITH HIGH SCHOOL COUNSELORS

N=958

Frequency:	1967-8		1972-3		1975-6		TOTAL	
	N	%	N	%	N	%	N	%
Frequent (3 or more times a year)	33	23	101	36	178	40	351	36
Occasional (once or twice a year)	48	41	128	46	205	46	440	45
Never	49	35	47	17	53	12	167	17

See Corollary Table F-42 for additional information

Table III-20 shows that 450 (31%) non-completers met with counselors to schedule classes; 310 (22%) for academic counseling; 272 (19%) for personal counseling; 175 (12%) for career counseling and 162 (11%) for reasons relating to discipline.

Table III-21 reports the vocational training received by non-completers in high school. The data show that 350 (28%) did not receive any vocational training. Of those who did, 340 (27%) were enrolled in industrial education; 193 (15%) in business and office occupations; 192 (15%) in home economics and 115 (9%) in agriculture. Low enrollments were reported in both distributive education and health occupations.

TABLE III-20

PERCEPTIONS BY NON-COMPLETERS OF
REASONS FOR CONTACT WITH COUNSELOR

N=1436

Reason:	1967-8		1972-3		1975-6		TOTAL	
	N	%	N	%	N	%	N	%
Career counseling	24	14	62	15	76	11	172	12
Academic	39	24	97	23	146	21	310	22
Discipline counseling	18	11	45	11	84	10	162	11
Personal counseling	24	15	73	17	142	20	272	19
Class scheduling	43	27	129	30	227	33	450	31
Other	12	8	20	5	20	3	67	5

See Corollary Table F-43 for additional information

TABLE III-21

SUBJECT AREA IN WHICH NON-COMPLETERS
RECEIVED VOCATIONAL/JOB TRAINING WHILE IN
HIGH SCHOOL

N=1240

Subject Area:	1967-8		1972-3		1975-6		TOTAL	
	N	%	N	%	N	%	N	%
None	36	19	85	22	184	33	350	28
Agriculture	20	11	36	10	51	9	115	9
Business and office	41	22	69	18	68	12	193	15
Distributive education	1	1	2	1	12	2	18	1
Home economics	28	15	66	17	77	14	192	15
Health occupation	0	0	3	1	6	1	10	1
Industrial education	39	32	109	29	141	25	340	27
Other	0	0	0	0	0	0	22	2

See Corollary Table F-46 for additional information

Table III-22 reports the reasons why non-completers did not receive post-secondary vocational/academic training. Three hundred and five (31%) indicated that they did not seek additional training, while 288 (29%) reported that they were satisfied with their jobs and thus did not need any further training. Of those respondents who did receive training 133 (13%) indicated that they started the program of their choice with another 188 (12%) completing the program in which they were enrolled. (See Appendix G for additional comments on training received.)

TABLE III-22

POST-SECONDARY VOCATIONAL/ACADEMIC
TRAINING RECEIVED BY NON-COMPLETERS

N=962

Training Received:	1967-8		1972-3		1975-6		TOTAL	
	N	%	N	%	N	%	N	%
None, I was satisfied with my job	36	25	86	30	122	27	288	29
None, I didn't know where to go	5	3	3	1	15	3	24	2
None, I didn't seek additional training	36	25	81	28	163	36	305	31
None, I was refused admission because of academic deficiencies	0	0	2	1	0	0	3	0
I started the program of my choice	18	13	36	13	65	14	133	13
I completed a program	33	3	40	14	35	8	118	12
Other	11	8	31	11	43	9	91	9

See Corollary Table F-47 for additional information

The source of non-completers' post-secondary vocational/academic training is reported in Table III-23. One hundred and fifty one (44%) respondents indicated that their training was received from vocational/technical schools while 60 (10%) received their training while in military service. Twenty eight (5%) interviewees reported that they received on-the-job/company training. Other sources of training are reported in Appendix G.

TABLE III-23

SOURCE OF NON-COMPLETERS' POST-SECONDARY VOCATIONAL/ACADEMIC TRAINING

N=337

Source:	1967-8		1972-3		1975-6		TOTAL	
	N	%	N	%	N	%	N	%
Apprenticeship	1	1	1	1	0	0	5	1
Trade or business proprietary school	4	5	6	6	9	7	21	6
Vocational/technical school	32	43	50	50	52	41	151	44
Two year or four year college	9	12	3	3	7	6	19	6
Military	15	20	23	23	19	15	60	10
On-the-job/company training	6	8	8	8	13	10	28	8
MDTA/CETA	1	1	4	4	4	3	11	3
Other	6	8	10	10	22	17	42	12

See Corollary Table F-48 for additional information

Table III-24 reports the source of encouragement for non-completers to enroll in post-secondary education. Fifty six (15%) respondents indicated that their parents encouraged them to return to school; 36 (8%) reported that

employers influenced them in furthering their education; while 32 (8%) said friends encouraged them to do so. One hundred and sixteen (31%) interviewees reported that they did not receive encouragement from anyone including school personnel, to return to school. (Other sources that non-completers reported as being influential in their returning to school are listed in Appendix G.)

TABLE III-24

SOURCE OF ENCOURAGEMENT FOR NON-COMPLETERS TO ENROLL IN POST-SECONDARY EDUCATION

N=380

Source:	1967-8		1972-3		1975-6		TOTAL	
	N	%	N	%	N	%	N	%
None	25	34	31	26	47	30	116	31
Friends	5	7	11	9	15	10	32	8
Parents	9	12	18	15	24	15	56	15
Spouse	4	5	5	4	7	4	18	5
Employers	8	11	9	8	17	11	36	9
High school personnel	3	4	7	6	12	8	26	7
Vocational/technical school personnel	3	4	6	5	6	4	15	4
College/university personnel	2	3	0	9	1	1	3	1
Other	14	19	30	26	27	17	78	21

The sources from which non-completers obtained information on vocational education is reported in Table III-25. Ninety two (33%) respondents report that friends and/or relatives served as their source of information about vocational education. Forty three (15%) indicated employers; 39 (14%) reported high school personnel as their source of encouragement; 33 (12%)

indicated Job service or other employment agencies; and 30 (11%) interviewees were made aware of vocational offerings through printed and audio/visual media.

TABLE III-25

SOURCE OF NON-COMPLETERS' INFORMATION REGARDING VOCATIONAL TRAINING

N=280

Source:	1967-8		1972-3		1975-6		TOTAL	
	N	%	N	%	N	%	N	%
Friends or relatives	17	26	33	34	36	36	92	33
Newspaper	10	16	11	11	8	8	30	11
Radio, television	7	8	4	4	2	2	14	4
School bulletin/ catalog	3	5	6	6	5	5	17	6
Employer	10	16	13	13	17	17	43	15
High school teacher, counselor, administrator	4	6	9	9	23	23	39	14
Job Service or other agency referral	9	15	14	14	5	5	33	12
VTAE teacher, counselor, administrator	4	6	5	5	4	4	14	5

See Corollary Table F-49 for additional information

Reasons given by non-completers for enrolling in vocational education programs are reported in Table III-26. On hundred and twenty four (27%) respondents indicated that vocational education gave them the opportunity to learn new skills; while 118 (25%) reported that they obtained personal satisfaction from vocational programs. Other reasons, in addition to those listed in Table III-26, are listed in Appendix G.

TABLE III-26

REASONS GIVEN BY NON-COMPLETERS FOR ENROLLING IN VOCATIONAL PROGRAMS

N=467

Reason:	1967-8		1972-3		1975-6		TOTAL	
	N	%	N	%	N	%	N	%
Unable to find steady employment	10	10	14	9	12	7	37	8
Dissatisfied with my job/type of work	10	10	21	13	13	8	46	10
Dissatisfied with advancement in my job/type of work	8	3	13	8	8	5	32	7
Bored with my job/ type of work	3	3	11	7	6	3	22	5
Not earning enough money	6	6	15	9	16	9	37	8
Not using skills	2	2	2	1	5	3	9	2
Chance to update skills	9	9	13	8	17	10	42	9
Chance to learn new skills	28	28	35	22	51	29	124	27
Personal satisfaction	24	24	38	23	45	26	118	25

See Corollary Table F-50 for additional information

Non-completers' perceptions of the ways the educational system did not meet their needs are reported in Table III-27. Two hundred and sixty two (28%) respondents indicated that coursework was not useful, while 99 (11%) reported that the coursework was too difficult. Two hundred and one (22%) non-completers cited special needs which were not met by either curriculum or staff, while 139 (15%) stated that learning experiences did not fit

career plans. Two hundred and twenty six (24%) interviewees listed other reasons for the educational system not meeting their needs. These reasons are listed in Appendix G.

TABLE III-27

WAYS EDUCATIONAL SYSTEM DID NOT MEET NON-COMPLETERS NEEDS

N=927

Ways System Did Not Meet Needs:	1967-8		1972-3		1975-6		TOTAL	
	N	%	N	%	N	%	N	%
Courses were not useful	36	28	86	29	117	28	262	28
Course work was too difficult	17	13	26	9	43	10	99	11
Special needs were not met	25	19	68	23	90	22	201	22
Did not fit career plans	13	10	42	14	68	16	139	15
Other	38	29	72	24	96	23	226	24

See Corollary Table F-54 for additional information

Table III-28 provides a partial listing of suggestions made by non-completers for ways the educational system could have served them better (A complete list can be found in Appendix G). Two hundred and sixty seven (23%) respondents suggested that the curriculum should have been more practical. One hundred and seventy (15%) interviewees indicated that schools needed to be aware and make provisions for students' special needs; while 150 (13%) suggested that schools should have spent more time helping students to develop their talents and abilities. It was suggested by 370 (32%) respondents that greater emphasis could have been placed on vocational education, career counseling and placement services.

TABLE III-28

NON-COMPLETERS' SUGGESTIONS OF WAYS
EDUCATIONAL SYSTEM COULD HAVE SERVED THEM BETTER
N=1163

Suggestions:	1967-8		1972-3		1975-6		TOTAL	
	N	%	N	%	N	%	N	%
Make curriculum more practical	37	23	84	23	126	23	267	23
Help develop talents and abilities	21	13	48	13	72	12	150	13
Plan for special needs	26	26	53	15	70	13	170	15
Emphasize vocational programs	18	11	47	13	53	10	128	11
Help locate jobs	9	6	28	7	60	11	107	9
Provide more career counseling	17	11	38	11	71	13	135	12
Other	32	20	60	17	85	16	206	18

See Corollary Table F-55 for additional information

CHAPTER IV

SUMMARY, FINDINGS AND CONCLUSIONS

This chapter is divided into three parts. The first part contains a summary of the study including objectives, review of the literature and the status of non-completers in Wisconsin. The second part describes the methodology, while findings and conclusions are reported in the third.

Summary

For a long time, concern has been expressed for students who did not complete their education, but it was not until recently that it was considered a major problem. During the depression, for example, 70% of the students who attended high school left before graduating but it was not considered a "problem." Since then, events have forced the educational system and the general public to grapple with this situation.

To many concerned individuals and groups, the causes and cures of the drop-out problem lie in the hands of administrators and teachers. Implicit in this perception and the discussions accompanying them is the notion that the school alone can solve the dropout problem if only school personnel would work a little harder. It is now recognized, however, that dropping out of school is symptomatic of many underlying factors.

Many factors which predispose a person to leave school are found in home and community life. One of these social factors is cultural deprivation because it limits a student's access to an educationally stimulating environment and thus reduces the level of readiness for school on the part of the deprived child. Another is the school's practice of allocating educational resources, placing teachers, grading and promoting staff which, at the very least, serves to insure that some students will be educationally deprived.

Still another is "family culture" which manifests itself, at least in part, in friction within the family and thus serves as a major influence that separates school success from school failure. Added to this influence is the statistic which shows that a child's educational attainment is highly correlated with that of parents and siblings. At least as important as the family, if not more important, is the influence exerted by the peer group.

In the job market, economic realities place the high-school non-completer at a definite disadvantage. Since there are more workers than jobs, industry needs some criterion for its hiring decisions thus the practice of evaluating on the basis of credentials, not performance. Those without credentials (viz. high school diplomas) are thus effectively screened out. Even when the dropout does manage to find employment (s)he is usually among the lowest paid and the least likely to advance.

As a solution to the dropout problem many voices are suggesting that greater emphasis be placed on a vocational, rather than academic curriculum. Others, however, conclude that although career education is important, learning to read and coping with social skills should precede instruction in job-related skills.

Like other states, Wisconsin has to deal with the problem of those students who left school before graduating. One effort is the current study, "Follow-up of High School Non-Completers 1967-76," conducted through the sponsorship of the Wisconsin Advisory Council on Vocational Education.

The various publics represented by the membership of the Council have long concerned themselves with the issue of persons who leave school before acquiring the skills necessary to function productively and with self-esteem in today's society. In order to begin identifying characteristics of this population and suggesting what action might be undertaken, the Council contracted for this study with the following objectives:

1. To identify the status of non-completers from selected Wisconsin high schools for the 1967-68, 1972-73 and 1975-76 academic years

2. To identify the economic status that non-completers achieved.

3. To determine the educational status of high school non-completers

In carrying out the objectives stated above, 1,000 non-completers (drop-outs) were selected from 41 small, medium, and large school districts that reflected the major subgroups within the state population. Of these, 966 were interviewed, by phone or in person, by 64 interviewers.

The instrument used was a 6-page, 100-item color-coordinated questionnaire preceded by a detachable identification page and a cover sheet. The body of the instrument was divided into five sections. Information was sought on the individual's employment history from responses to items in Section I; while his/her feelings towards the educational system were made known by responses to items in Section II. Responses to items in Sections III and IV provided information on respondents' vocational training and high school education background. Section V elicited personal information about interviewees. Opportunity was provided for in Sections IV and V for interviewers to obtain responses from both school records and interviewees.

FINDINGS

The findings are reported as they relate to the three specific objectives.

1. Determine the status of high school non-completers

The biographic data collected show the male/female ratio to be 57% : 42%. Most (78%) of the non-completers in the sample are married; 11% divorced, 7% widowed, and 2% separated.

Of those non-completers contacted, 88% are White, 8% Black, 2% Native American and 1% Spanish.

The primary spoken language of 97% of the interviewees is English, while 2% report their primary language as being Spanish.

A comparison of the sample to the general population shows that proportionately, more non-White students drop out of school. For example, 8% of the sample are made up of Blacks; however, they represent 4.3% of the general population in Wisconsin. Similarly, while they represent 0.3% in the general population, Native Americans make up 2% of the sample.

While most (68%) non-completers are working either full or part time, the rate of unemployment (10%) among high school non-completers is much higher than the general population. The higher unemployment rate could be partially accounted for by the inability to provide credentials during job interviews. Even occupations in manufacturing, construction, marketing, agriculture and transportation--where most non-completers find jobs--are no longer readily available to anyone without the proper education and training.

2. Determine economic acheivement of high-school non-completers.

The income-level of high school non-completers is close to the $6,131 1976 per capita income in Wisconsin. In Objective I it was reported that non-completers are generally employed in manufacturing, construction, marketing, agriculture and transportation. The relatively higher wages from these occupation, however, tend to distort the earnings of all non-completers--employed, underemployed and unemployed. It is not surprising therefore that the number of non-completers (40%) receiving public economic assistance is higher than the state average.

3. Determine the educational status of high school non-completers.

The data show that most (72%) respondents did not earn a high school diploma while 27% did. Eighty of those non-completers who did earn diplomas listed vocational/technical schools as the source of their credentials. One hundred and two students (29%) who returned to school completed vocational programs of one year or less, while 84 (24%) indicated ABE/GED as the type of training they received.

Many reasons were given by interviewees for leaving school before graduation. The most frequent response was "I didn't like school" (20%), followed by "Work" (13%), "Academic deficiencies" (12%), "Pregnancy" (6%), "School environment" (5%), "Marriage" (5%), "Personal/Family Problems" (5%), "Didn't see value of school" (4%), "Conflict with teachers" (4%), "Peer Pressure" (4%), and "To enter the service" (4%). When analyzed by sex 83 (35%) males indicated that they didn't like school compared to 33 (24%) females. Fifty one (22%) males reported that they left because of academic deficiencies compared to 15 (11%) females.

When analyzed by ethnic background, 12 (27%) Blacks and 103 (34%) Whites did not like school; while 11 (27%) Blacks and 51 (17%) Whites left because of academic deficiencies.

Sixty-two percent of the respondents indicated that they did not receive any training since leaving school. Of these 29% indicated satisfaction with their jobs and 2% reported that they did not know where to go for additional training. Three interviewees reported that they were refused admission because of academic deficiencies.

The most frequent response (44%) given as the place where training was offered is vocational/technical schools. The military was second with 8%, on-the-job training had 8%, and proprietary schools 6%.

The sources from which non-completers obtained information regarding vocational education vary considerably. One third of the non-completers who continued their education reported that friend and/or relatives provided them with information on vocational education. Employers served as the next most frequent source of information (15%), high school personnel were third (14%), and Job Service and other referral agencies were fourth (12%).

Non-Completers reported that they enrolled in vocational education because they were able to learn new skills and because of a sense of accomplishment. Dissatisfaction with job, updating of skills, and the potential for higher income were the reasons given for motivating others to seek vocational education.

Perhaps as an indictment against the educational system twenty eight percent of the respondents reported that they found coursework useless, while an additional 22% indicated that their special needs were not met. Another fifteen percent of the respondents reported that course content did not fit career plans. One fourth of the respondents, therefore, suggested that the curriculum be made more practical and that schools make provision for serving students with special needs, including assistance in developing their talents and abilities. Many interviewees reported that counseling and placement services should be greatly expanded and improved if many students are to be encouraged to remain in school.

Conclusions

If young people who leave school before graduating were capable of being absorbed into the labor market, the problem of the non-completer would be merely academic. But the non-completer is no longer a boon to the national

economy since (s)he is unable to function in this "computer-precise, machine-oriented, communication-saturated" society. It should be noted therefore, that it is the problem of what to do with the non-completer and how to prevent dropouts, not the fact that we have them that warranted our concern.

Non-completers cut across all ethnic, social and geographic lines but the overwhelming percentage originates from the blue and lower white-collar socio-economic classes. More males than females drop out of school as do more Whites than non-Whites. A majority of non-completers fall within the average IQ range and have more than adequate talent to complete a high school education. Twenty seven percent did make use of that talent to get a high school or equivalent diploma. Schools are partly to blame for many of the 72% who did not develop their talents in spite of the fact that many educational characteristics become evident among youth who are potential or actual non-completers, examples being--when students are behind in reading and arithmetic at the seventh grade level; when they fail in one or more school years; when irregular attendance and frequent tardiness occur; when performance is consistently below potential; when behavior problems require disciplinary measures; and when theyexpress feelings of "not belonging".

Family situations more often than not contribute to a student not completing school as evidenced by 1) parents who are inconsistent in their affection and discipline towards their child(ren), 2) unhappy family situations where common acceptance, communication and pleasurable experiences are lacking and where family solidarity is minimal, 3) education of parents who are usually at the eighth grade level, and 4) few family friends who are usually divorced, deserted, delinquents and non-completers.

Because many non-completers are resentful of all authority (e.g. home and school) and have weak self-image they tend to congregate with friends who are not approved of by parents, who are not school oriented and who are either much older or much younger.

The characteristics described above can help in identifying potential dropouts and help actual ones in returning to school. Those who choose not to, require other solutions. The resources of the community must be mobilized and all segments of the society alerted to the inherent danger in a situation in which a significant part of school-age youth are not receiving a minimum high school education which serves as a prerequisite for employment. The resources that should be brought to bear on alleviating the dropout problem come from various segments of the society. They are 1) the Local Community, which can assist the family in its functions by establishing, wherever necessary, family clinics and health centers to provide for a child's health and basic socialization needs; 2) Businesses, which are realizing that it is cheaper to help the non-completer through work experience than through taxation, and are establishing realistic training programs and are cooperating with schools and other agencies in an effort to upgrade non-completers' skills; 3) Labor, which is in a central position to help the dropout's lot by eliminating arbitrary restrictions in union memberships and vigorously promoting training and open apprenticeship programs for youth; 4) Schools which can provide for a) a variety of instructional and learning modes, b) counseling programs that stress job selection and employability skills, c) teachers who are highly motivated to serve the educationally disadvantaged and whose assignments are based on student needs and not fixed student/teacher ratio; and 5) Parents who give full support and cooperation to schools by becoming interested and involved in their children's progress in school.

The typical non-completer's problems are those of a weak self-image, weak mathematical and communication skills, and inability to get along with others. These characteristics have already been established before one enters school. Recognizing the deficiencies in a student's upbringing and family background prompted Daniel Schreiber to deduce "Over the long haul programs in the nursery and kindergarten areas will probably be most benefical in preventing dropouts." For those who have already left, however, development of basic and job skills resulting in employment will bring these non-completers back into the educational and economic mainstream.

BIBLIOGRAPHY

BIBLIOGRAPHY

Allen, C. M. Combating the Dropout Problem. Chicago: Science Research Associates, 1956.

Ausubel, D. P. and Ausubel, P. "Ego Development Among Segregated Negro Children." Passow, A. H. (ed.). Education in Depressed Areas. New York: Teachers College, Columbia University, 1962.

Blough, T. B. "A Critical Analysis of Selected Research Literature on the Problem of School Dropouts." Unpublished Doctoral Dissertation, University of Pittsburgh, 1956.

Cervantes, L. F. The Dropout. Ann Arbor, Michigan: The University of Michigan Press, 1965.

Conant, J. B. Slums and Suburbs. New York: McGraw-Hill, 1961.

Greene, B. I. Preventing Student Dropouts. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966.

Hollingshead, A. B. Elmtown's Youth. New York: Wiley and Sons, 1949.

Hunt, J. M. Intelligence and Experience. New York: Ronald Press, 1961.

Jensen, A. R. "Social Class and Verbal Learning." Deutsch, M. and Pettigrew, T. (eds.). Social Class, Race, and Psychological Development. New York: Society for the Study of Psychological Issues, 1965.

Kaufman, J. J. and Lewis, M. V. The School Environment and Programs for Dropouts. University Park, Pennsylvania: Institute for Human Resources, Pennsylvania State University, 1968.

Kline, E. J. "Significant Changes in the Curve of Elimination Since 1900." Journal of Educational Research, XXVI, 1933.

Maslow, A. H. Eupsychian Management. Homewood, Illinois: Irwin-Dorsey, 1965.

Miller, S. M. "The Outlook of Working Class Youth." Shostak, A. B. and Gomberg, W. (eds.). Blue Collar World; Studies of the American Worker. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.

National Advisory Council on Supplementary Centers and Services. Dropout Prevention. Washington, D. C.: The Council, George Washington University, 1965.

Riessman, R. The Culturally Deprived Child. New York: Harper and Row, 1962.

Schreiber, D. (ed.). The School Dropout. Washington, D. C.: National Education Association, 1964.

Seidler, M. B. and Ravitz, M. V. "A Jewish Peer Group." American Journal of Sociology, Vol. 61, 1955.

APPENDIX

APPENDIX A

RESPONSE FROM DPI SUPPORTING THE LEGALITY OF RESEARCH METHODS

State of Wisconsin DEPARTMENT OF PUBLIC INSTRUCTION

Barbara Thompson, Ph.D.
State Superintendent

Dwight M. Stevens, Ph.D.
Deputy State Superintendent

February 10, 1978

Mr. Vasant Kumar
Wisconsin Vocational Study Center
329A Old Education Building
University of Wisconsin - Madison
Madison, Wisconsin 53706

RE: Statistical survey of student dropouts

Dear Mr. Kumar:

It is my understanding that your office is contemplating a study of the above captioned matter via the following procedure: members of the professional staff of the individual school districts will initially examine pupil records to identify individual dropouts; staff members will contact the dropouts and request responses to specific questions provided by your office regarding their status and reasons for leaving school; responses will be categorized and tabulated in statistical form by the district staff and submitted to your office in such form without disclosing the identities of the individuals contacted.

It is our legal opinion that the procedure as outlined would not conflict with either sec. 118.125, Wis. Stats., relating to the confidentiality of pupil records or with applicable federal law. However, I must stress that only licensed personnel of the district wherein an individual student was enrolled be utilized for the examination of the records. It would be advisable at the time of inspection to note in the individual files the date of the inspection, its purpose, and by whom it was made in order to insure conformity with federal regulations. Moreover, any statistical information having its source in the pupil records and provided to your office by the professional staff of the district must not be capable of enabling your office or third parties to identify any of the individual dropouts absent a release from the student, if an adult, or from the student's parent, if a minor.

Please advise me if I can be of any further assistance in this matter.

Sincerely,

Raymond W. Dunne
Assistant Legal Counsel

RD:jmp

APPENDIX B

PROJECT SUMMARY

FOLLOW-UP OF HIGH SCHOOL DROPOUTS 1967 - 1976: A SUMMARY

The Wisconsin Advisory Council on Vocational Education has contracted with the Wisconsin Vocational Studies Center, University of Wisconsin-Madison and the Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout to conduct the study titled "Follow-up of High School Dropouts 1967-1976."

The Council is concerned about the status of dropouts-the vocational attributes acquired; economic status achieved; vocational training received in a vocational, technical and adult education (VTAE) school; and the kind and level of training offered to and received by dropouts in a VTAE school. These concerns form the basis of the major objectives of the study.

Since the cost to identify and interview all dropouts in Wisconsin during the period 1967-1976 would be prohibitive, a plan was drawn up to sample 1000 dropouts in small, medium, and large schools as follows:

1975-1976 - 400 dropouts
1972-1973 - 400 dropouts
1967-1968 - 200 dropouts

The sampling plan is described in greater detail in the accompanying proposal. In addition, the schools would be selected in areas where there are high dropout rates and where large concentrations of different ethnic groups occur.

Since the interview form will be developed with the cooperation and direction of the Advisory Council, it is not possible at the present time to list the exact types of data which will be collected, nor possible to make exact prescriptions of the types of data analyses to be used. Suffice it to say that the analyses to be employed will be consistent with the project objectives and may include Chi Square, Analysis of Variance, Pearson's Cor-

relation, Rho Correlation Coefficient, and Phi Coefficient.

The Centers are mindful of the restrictions on school officials to make the names and addresses of high school dropouts available. To satisfy this need for confidentiality and at the same time carry out the wishes of the Advisory Council, the Centers request permission from the District Administration to contract with individual employees viz. counselors, principals, etc. to identify and interview dropouts selected. (All dropouts may be interviewed in small schools; a random sample in larger ones). It is our intention that this assignment will not be carried out during the employee's regular working hours; but, said employee must have access to student records. School District employees so engaged will be reimbursed for their time from project funds on a mutually acceptable rate schedule. The employee who contracts with the Centers will be required to compile lists of names and addresses of all High School dropouts for 1967-68, 1972-73, and 1975-76. These lists will not be released to us but will be used by the school employee, under our direction, to identify the required sample. A determination will be made by project staff on whether the whole population of the school (or school district) or a sample thereof will be interviewed. The dropouts who are selected will be interviewed by the District employee who will be required to attend a one day inservice training session.

After the data have been collected, they will be compiled and analyzed by the U.W.-Stout staff members. The results will form the basis of the recommendations to be made to the Advisory Council.

The participation in this project by your school district will allow your staff members, your VTAE District, the Advisory Council, and other publics to ascertain the needs of dropouts and what steps should and could be taken to encourage these students to receive vocational training. Also it will

give some insights to your district as to ways that can be employed to encourage potential dropouts to remain in school. It is our hope that the study of the problem will receive your cooperation and support.

APPENDIX C

QUESTIONNAIRE

FOLLOW-UP OF HIGH SCHOOL NON-COMPLETERS

Student Name _____

Address _____

_____

_____

Telephone _____

INTERVIEWER: PLEASE DETACH BEFORE FORWARDING

1389

Wisconsin Vocational Studies Center
University of Wisconsin-Madison
May - July, 1978

Center for Vocational, Technical,
and Adult Education
University of Wisconsin - Stout

Cover Sheet

FOLLOW-UP OF HIGH SCHOOL NON-COMPLETERS

INTERVIEWER: _____

SCHOOL: _____

1139

Hello, my name is _____. I am with the _____ school district and I am calling on behalf of the University of Wisconsin. We are conducting a statewide survey of 1000 students who did not complete high school. We understand that you left high school at one time before graduating. We would like to get some information from you about what you have been doing since then.

Record of Calls			
Call No.	DATE	HOUR	DETAILED RESULT OF EACH CALL
1			
2			
3			
4			
5			

NON-INTERVIEW INFORMATION

_____ Telephone never answered _____ Refusal

_____ Other reason (EXPLAIN) _____

_____

_____

FOLLOW-UP OF HIGH SCHOOL NON-COMPLETERS

SCHOOL NAME | SCHOOL DISTRICT NAME | SCHOOL CODE

YEAR STUDENT LEFT SCHOOL: 1. 1967-'68 2. 1972-'73 3. 1975-'76 (Circle One)

Read to Student: You will in no way be identified nor will your answers to these questions be reported individually.

****

SECTION I: EMPLOYMENT HISTORY

****

1. Right now -- this week, what are you doing?

___1. employed full time in a paid occupation (Go to question 2)
___2. employed part time, not in school (Go to question 2)
___3. employed part time while in school (Go to question 2)
___4. unemployed, but looking for employment (Go to question 10)
___5. unemployed, not looking for employment (Go to question 10)
___6. full time student (Go to question 13)
___7. full time homemaker, not looking for paid employment (Go to question 13)
___8. full time homemaker, looking for paid employment (Go to question 13)

2. What is your occupation?(Write in job title here) _____

___1. agriculture, agribusiness, natural resources
___2. business and office
___3. communication and media
___4. construction
___5. consumer and homemaking education
___6. ecology and environment
___7. fine arts and humanities
___8. health occupations
___9. manufacturing
3. ___1. marine science
___2. marketing and distribution
___3. personal services
___4. public service
___5. recreation and hospitality
___6. transportation

4. How long have you had this job?

___1. one month or less
___2. two to six months
___3. seven to eleven months
___4. one to two years
___5. more than two years

5. What is your salary for this job?

___1. none, or below minimum wage
___2. $2.65 to $4.00 an hour
___3. $4.01 to $5.00 an hour
___4. $5.01 to $6.00 an hour
___5. $6.01 or more an hour
___6. $_____per week
___7. $_____per month
___8. other (i.e., sales commission, farming, etc.) Give relative income _____per hr/wk/month/year (circle one)

6. Are you ever late for work?

___1. almost always late
___2. frequently late
___3. occasionally late
___4. never late

7. How often do you stay away from your job due to sickness?

___1. Frequently (more than once a month or 12 days a year)
___2. Occasionally (once a month or less, fewer than 12 days a year)
___3. Never

8. How often do you stay away from your job when you are not sick?

___1. frequently (more than once a month or 12 days a year)
___2. occasionally (once a month or less, fewer than 12 days a year)
___3. never

9. What do you think of your fellow employees?

___1. very good relationship with co-workers
___2. fairly good relationship with co-workers
___3. not a good relationship with co-workers

GO TO QUESTION 13.

10. Why were you unemployed?

___1. family obligations
___2. illness, poor health
___3. not enough occupational training
___4. unsure of my interests and abilities
___5. an oversupply of workers in my field
___6. not enough income in former job
___7. temporarily laid off
___8. other (specify) _____

11. Are you receiving any economic public assistance?

___1. no
___2. yes, (specify) _____

12. How long have you been unemployed?

___1. less than one month
___2. one to six months
___3. more than six months to one year
___4. more than one year to two years
___5. more than two years

13. What jobs have you had since leaving school?

1. _____
2. _____
3. _____
4. _____
5. _____

14. In general, how do you feel about working as compared to not working?

___1. like it very much
___2. like it fairly well
___3. dislike it somewhat
___4. dislike it very much

15. What factor is most important in selecting a job? Second most important? Third? (Interviewer: Put a 1 beside the response that the individual indicates as most important; a 2 by the second most important and a 3 by the 3rd most important. Please write in responses that are not listed.)

___1. friendly, easy people to work with
___2. good salary
___3. good benefits (such as vacation and medical cares)
___4. security for the future
___5. a chance to do what you like
___6. a chance to work on your own
___7. a chance to get ahead
___8. other (specify) _____

****

SECTION II: FEELINGS TOWARD THE EDUCATIONAL SYSTEM

****

16. Did you like school?

___1. yes
___2. no
___3. ambivalent

17. Generally did you find school:

___1. difficult
___2. easy
___3. ambivalent

18. ___1. a waste of time
___2. worthwhile
___3. ambivalent

Generally, did you complete your assignments in high school?

	no	yes	
19.	___1.	___2.	reading
20.	___1.	___2.	writing
21.	___1.	___2.	math
22.	___1.	___2	hands-on activities

23. Which high school subject did you like best?

_____ Why? _____

24. In which extracurricular activities did you participate? (Check all that apply)

___1. none
___2. athletics (competitive, intramural, support)
___3. music (choir, etc.)
___4. school assistant (hall monitor, lab assistant, etc.)
___5. vocational activities (FFA, DECA, etc.)
___6. leisure or hobby (photography, crafts, etc.)
___7. drama, debate, newspaper
___8. club member
___9. other (specify) _____

25. Did you like most of your high school teachers?

___1. no
___2. yes
___3. ambivalent

26. Generally, do you feel your high school teachers took a personal interest in you?

___1. no
___2. yes
___3. ambivalent

27. Do you feel you received enough individual attention from your teachers?

___1. no, teachers didn't like me
___2. no, I didn't like the teachers
___3. no, classes were too large
___4. yes
___5. ambivalent
___6. other (specify) _____

28. How often did you have contact with a high school counselor?

___1. frequently (3 or more times a year)
___2. occasionally (once or twice a year)
___3. never

29. What was the purpose of your contact with the counselor? (Check all that apply)

___1. career counseling
___2. academic counseling
___3. discipline counseling
___4. personal counseling
___5. class scheduling
___6. other (specify) _____

30. How often were you sent to the office for disciplinary measures?

___1. frequently (3 or more times a year)
___2. occasionally (once or twice a year)
___3. never

31. Why did you leave high school? (Check all that apply)

___1. suggested by school
___2. expelled by school
___3. didn't like school
___4. marriage
___5. pregnancy
___6. school environment
___7. work
___8. illness
___9. academic deficiencies
___10. other (specify) _____

32. Did anyone discuss alternatives to leaving school? (If so, check all that apply)

___1. no
___2. yes, parent/guardian
___3. yes, friend
___4. yes, teacher
___5. yes, counselor
___6. yes, principal
___7. other (specify) _____

33. How did you parents/guardians react when you decided to leave high school? (Check all that apply)

___1. apathetic
___2. accepted it
___3. they were glad
___4. they were sad
___5. angry
___6. encouraged me to stay in school
___7. offered alternatives
___8. other (specify) _____

34. Did anyone from your high school contact you after you left? If so, check all that apply.

___1. no, Go to question 36.
___2. yes, principal
___3. yes, counselor
___4. yes, teacher
___5. yes, researcher
___6. other (specify) _____

35. Why did the school contact you?

___1. because of interest and concern for my welfare
___2. to complete school records
___3. to persuade me to further my education
___4. to be included in school research
___5. other (specify) _____

36. In what ways did the educational system not meet your needs?

___1. courses were not useful
___2. course work too difficult
___3. my special needs were not met
___4. did not fit my career plans
___5. other (specify) _____

37. How could the educational system have served you better?

___1. make curriculum more practical
___2. help develop my talents and abilities
___3. plan for my special needs
___4. emphasize vocational programs
___5. help me find a job
___6. provide more career counseling
___7. other (specify) _____

****

SECTION III: VOCATIONAL TRAINING

****

38. Were you given any career counseling in high school?

___1. no (Go to question 40)
___2. yes

39. While in high school who counseled you regarding your career choice? (Check all that apply)

___1. counselors
___2. teachers
___3. friends
___4. family
___5. other (specify) _____

40. In high school were you encouraged to enroll in vocational education?

___1. no
___2. yes

41. Did you receive any vocational or job training in high school? (Check all that apply)

___1. no, why not? _____
___2. yes (in agriculture)
___3. " (" business and office)
___4. " (" distributive education)
___5. " (" home economics)
___6. " (" health occupation)
___7. " (" industrial education)
___8. other (specify) _____

42. Have you received a high school diploma or equivalency certificate since leaving school?

___1. no
___2. yes, from original high school
___3. yes, from another high school
___4. yes, from vocational, technical school
___5. yes, from military service
___6. yes, other (where) _____

43. After high school, did you receive any vocational or academic training?

___1. no, I was satisfied with my job (Go to question 52)
___2. No, I didn't know where to go (Go to question 52)
___3. No, I didn't seek additional training (Go to question 52)
___4. No, I was refused admission because of academic deficiencies (Go to question 52)
___5. yes, I started the program of my choice
___6. yes, I completed a program
___7. other (specify) _____

44. Who encouraged you to take post-secondary vocational education? (Check all that apply)

___1. friends
___2. parents
___3. spouse
___4. employers
___5. high school personnel
___6. no one
___7. vocational, technical school personnel
___8. college/university personnel
___9. other (specify) _____

45. Where did you receive your vocational/academic training after high school? (Check all that apply)

___1. apprenticeship
___2. trade or business proprietary school
___3. vocational/technical school
___4. two year or four year college
___5. military
___6. on-the-job/company training
___7. MDTA/CETA
___8. other (specify) _____

46. What type of training did you receive? (Check all that apply)

___1. apprenticeship
___2. ABE-GED
___3. prevocational, remedial courses
___4. MDTA/CETA program
___5. one year or less occupational program
___6. two year diploma occupational program
___7. two year associate degree program
___8. college, university
___9. other (specify) _____

47. Did the training you receive relate to your present job?

___1. not at all
___2. somewhat
___3. very much

48. Why did you decide to get vocational training? (Check all that apply)

___1. unable to find steady employment
___2. dissatisfied with my job/type of work
___3. dissatisfied with advancement in my job/type of work
___4. bored with my job/type of work
___5. not earning enough money
___6. not using skills
___7. chance to update skills
___8. chance to learn new skills
___9. personal satisfaction
__10. other (specify) _____

49. How did you learn about the vocational training you received? (Check all that apply)

___1. friends or relatives
___2. newspaper
___3. radio, television
___4. school bulletin, catalog
___5. employer
___6. high school teacher, counselor, administrator
___7. Job Service or other agency referral
___8. VTAE teacher, counselor, administrator
___9. other (specify) _____

50. Overall, would you say vocational training made a difference in your life?

____1. not at all
____2. not a lot
____3. some
____4. a great deal

51. How did vocational training make a difference? (Check all that apply)

____1. better salary
____2. qualify for jobs I want
____3. opportunity for advancement
____4. feeling of self-worth
____5. feeling of accomplishment
____6. other (specify) _____

****

SECTION IV: HIGH SCHOOL EDUCATIONAL BACKGROUND

****

INTERVIEWER: In this section, check either/both column(s) for each question to indicate if response is from school record and/or student. Leave blank if neither response is available.

SCHOOL	STUDENT

What was the highest grade you completed?

52. ____ 63. ____1. seventh
____ ____2. eighth
____ ____3. ninth
____ ____4. tenth
____ ____5. eleventh

How old were you when you left high school?

53. ____ 64. ____1. thirteen or younger
____ ____2. fourteen or fifteen
____ ____3. sixteen
____ ____4. seventeen
____ ____5. eighteen
____ ____6. nineteen
____ ____7. twenty
____ ____8. twenty one or older

Did you change high schools? If so, how many times?

54. ____ 65. ____1. no
____ ____2. yes, once
____ ____3. yes, more than once

Why did you change school?

55. ____ 66. ____1. left voluntarily (moved, etc.)
____ ____2. suggested by school
____ ____3. expelled by school
____ ____4. other (specify) _____

Do you have any special needs? (If so, check all that apply)

56. ____ 57. ____1. no (Go to question 74)
____ ____2. Educable Mentally Retarded
____ ____3. Trainable Mentally Retarded
____ ____4. Learning Disabled
____ ____5. Emotionally Disturbed
____ ____6. Orthopedically Impaired
____ ____7. Speech Impaired
____ ____8. Hearing Impaired
____ ____9. Visually Impaired
57. ____ 68. ____1. Health Impaired
____ ____2. Multiple Disabilities
____ ____3. other (specify) _____

SCHOOL	STUDENT

Was the school aware of your special need(s)?

58. ____ 69. ____1. no
____ ____2. yes
____ ____3. don't know

Did you receive any assistance to compensate for your special needs? (If so, check all that apply)

59. ____ 70. ____1. no (Go to question 74)
____ ____2. yes, counseling from _____
____ ____3. yes, referred to _____ agency
____ ____4. yes, enrolled in _____ program
____ ____5. other (specify) _____

When did this service begin?

60. ____ 71. ____1. before or during preschool
____ ____2. in elementary school
____ ____3. in junior or middle school
____ ____4. in senior high school
____ ____5. other _____

How long did you receive this service?

61. ____ 72. ____1. full time, up to date of leaving school
____ ____2. part time, up to date of leaving school
____ ____3. discontinued while in grade ____

Was this service helpful to you?

62. ____ 73. ____1. not at all
____ ____2. somewhat
____ ____3. very much
____ ____4. can't judge

****

SECTION V: PERSONAL INFORMATION

****

74. Sex:

___1. male
___2. female

75. What is your ethnic background?

___1. Black
___2. White
___3. Spanish
___4. Native American (Indian)
___5. Asian
___6. other (specify) _____

76. What is you primary spoken language:

___1. English
___2. Spanish
___3. Native American (Indian Dialect)
___4. Asian
___5. other (specify) _____

77. What is your marital status:

___1. single
___2. married
___3. divorced
___4. widowed
___5. separated

78. Do you have any children?

___1. no
___2. yes, how many? _____

79. Are you a veteran?

___1. no
___2. yes

80. Are you a migrant?

___1. no
___2. yes

81. Were your parents migrants?

___1. no
___2. yes

82. What was your parent(s) marital status when you left school?

___1. single
___2. married
___3. divorced
___4. widowed
___5. separated

83. What is your father's ethnic background?

___1. Black
___2. White
___3. Spanish
___4. Native American (Indian)
___5. Asian
___6. other (specify) _____

84. What is your mother's ethnic background?

___1. Black
___2. White
___3. Spanish
___4. Native American (Indian)
___5. Asian
___6. other (specify) _____

What is the highest educational level of these family members?

85. FATHER	86. MOTHER	87. BROTHERS	88. SISTERS	
___	___	___	___	1. eighth grade or lower
___	___	___	___	2. ninth, tenth, or eleventh grade
___	___	___	___	3. graduated from high school
___	___	___	___	4. attended VTAE school
___	___	___	___	5. graduated from VTAE school
___	___	___	___	6. attended junior college, college, or university
___	___	___	___	7. graduated from junior college, college or university
___	___	___	___	8. still in school
___	___	___	___	9. other (specify) _____

What is the occupation of your

89. Father? _____ 91. Mother? _____

90.	92.	
___	___	1. agriculture, agribusiness, natural resources
___	___	2. business and office
___	___	3. communication and media
___	___	4. construction
___	___	5. consumer and homemaking education
___	___	6. ecology and environment
___	___	7. fine arts and humanities
___	___	8. health occupations
___	___	9. manufacturing
___	___	1. marine science
___	___	2. marketing and distribution
___	___	3. personal services
___	___	4. public service
___	___	5. recreation and hospitality
___	___	6. transportation

Interviewer to Interviewee:

Thank you for your answers to these questions. Do you have any comments you would like to make about this study?

_____

_____

_____

_____

Interviewer: Answers to the following questions should be obtained from school records. Leave blank if information is not available.

93. In what range was the student's grade point average during the last full year of attendance?

___1. A
___2. B
___3. C
___4. D
___5. F

94. What was the student's rank in class during the last full year of attendance?

___1. 80% and above (highest)
___2. 70 - 79%
___3. 60 - 69%
___4. 50 - 59%
___5. 40 - 49%
___6. 30 - 39%
___7. 20 - 29%
___8. 10 - 19%
___9. 0 - 9% (lowest)

95. How many days was the student absent during the last complete year he/she attended school?

___1. none
___2. one to five days
___3. six to ten days
___4. eleven to fifteen days
___5. sixteen to twenty days
___6. twenty one to twenty five days
___7. twenty six to thirty days
___8. over thirty days

96. List dates that the student's reading ability was assessed.

_____ _____
_____ _____

97. What was the student's reading level during his/her last assessment? _____

98. From the assessments, how did the student's reading level progress?

___1. increased significantly
___2. increased somewhat
___3. remained consistent
___4. decreased somewhat
___5. decreased significantly

99. What is the individual's approximate IQ level? (This chart expresses IQ in three ways: in percentiles, actual IQ, and adjective descriptors. Please check the response closest to the student's approximate level).

	Descriptor	IQ	Percentile
___1.	Below Average	80	3
___2.		90	16
___3.	Average	100	50
___4.		110	84
___5.	Above Average	120	97

100. What is the stated reason for the student leaving school?

_____
_____
_____

APPENDIX D

INSERVICE AGENDA

Wisconsin Vocational Studies Center
University of Wisconsin-Madison

Center for Vocational, Technical
and Adult Education
University of Wisconsin-Stout

AGENDA

INSERVICE FOR INTERVIEWERS
OF
HIGH SCHOOL NON-COMPLETERS

May 6, 1978	Arrowhead Motor Lodge-Black River Falls	9:30 a.m.-3:00 p.m.
May 13, 1978	Hoffman House-Wausau	9:30 a.m.-3:00 p.m.
May 13, 1978	Holiday Inn-Waukesha	9:30 a.m.-3:00 p.m.

1. Registration
2. Background and Purpose of Study
   a. funding agency
   b. role of UW-Madison and UW-Stout
   c. summary of project activities to date
3. Interviewer's Role
4. The Follow-up Questionnaire
   a. questionnaire format
   b. instructions
   c. questions and definitions
5. Survey Procedures
   a. contacting the interviewee
   b. interviewing techniques
6. Using the Instrument
   a. role playing
   b. instrument review
7. Business Activities
   a. contractual obligations
   b. payment procedures
   c. deadlines
8. Close

Agenda

Workshop for Follow-Up of High School Non-Completers

9:15 a.m. Registration

9:30 a.m. Background and Purpose of Study
- Funding agency
- Role of U.W.-Stout and U.W.-Madison
- Summary of project activities to date

9:45 a.m. Interviewer's Role

10:00 a.m. The Follow-up Questionnaire
- Questionnaire format
- Instructions
- Questions and definitions

10:45 a.m. Survey Procedures
- Contacting the interviewee
- Interviewing techniques

11:15 a.m. Using the Instrument (Role Play)

11:45 a.m. Business Activities
- Contractual agreements
- Payment procedures
- Deadlines

12:00 noon Lunch

Joy Bergstrand
Center for Vocational, Technical and Adult Education
Menomonie, Wisconsin

Vasant Kumar
Center for Vocational Studies
Madison, Wisconsin

APPENDIX E

INFORMATION SHEET FOR
PROSPECTIVE INTERVIEWERS

Wisconsin Vocational Studies Center
University of Wisconsin - Madison

Center for Vocational, Technical and Adult Education
University of Wisconsin - Stout

INFORMATION SHEET FOR PROSPECTIVE INTERVIEWERS

Project Summary: The Wisconsin Advisory Council on Vocational Education has contracted with the Wisconsin Vocational Studies Center and The Center for Vocational, Technical and Adult Education to conduct the study titled "Follow-up of High School Dropouts 1967-1976." A total state sample of 1000 dropouts for the years 1967-68, 1972-73, and 1975-76 will be interviewed. Sample for school districts selected will vary depending on size.

Interviewers Functions:

1. Go through school records for 1967-68, 1972-73, and 1975-76 to determine number of dropouts, select a sample, and get names and addresses of those students in the sample. (Each interviewer will be assisted, prior to the inservice, in identifying the sample.)
2. Attend, on a Saturday, a one day Inservice training session in some central location in Wisconsin.
3. Locate those students in the sample and interview them by telephone or in person. An instrument will be provided for this. Each instrument is expected to take between 15-20 minutes to complete.
4. Return all completed instruments to the Center in Madison.

Compensation:

1. Those attending the one day training will be paid a fee of $25, plus travel and lunch. (This payment of the $25 fee will be made only after the individual has conducted the interviews.)
2. Depending on the number of interviews, the interviewer will be paid on the following rate schedule: first 25% of interviews, $10 each; second 25%, $20 each; third 25%, $30 each; and the fourth 25%, $40 each. Thus, a person conducting 20 interviews will be paid $500.00.
3. Cost of long distance calls will be reimbursed, provided those calls were made to contact and interview persons in the sample.

Time Line:

1. Inservice may be held in late April.
2. Interviews may be conducted in May, June, and perhaps July.

For further information contact: Dr. Vasant Kumar, Project Director
329A Education Building, UW-Madison 53706
(608) 263-7998

APPENDIX F

COROLLARY TABLES

TABLE F-1
BIOGRAPHIC DATA OF NON-COMPLETERS

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Sex:																																
Male	22	52	31	44	50	56	118	52	32	59	64	57	90	63	188	60	38	70	74	63	121	54	255	57	52	86	156	56	250	57	546	57
Female	19	45	38	54	38	43	107	47	22	41	49	43	52	37	126	40	16	30	43	36	100	44	185	41	46	38	122	44	183	42	410	42
Marital Status:																																
Single	6	14	26	37	53	60	96	42	6	11	39	35	83	58	130	41	10	19	46	39	169	75	256	57	19	13	105	38	295	68	14	1
Married	28	67	36	51	32	36	112	49	39	72	60	53	55	39	156	50	33	61	64	54	47	21	160	36	97	69	144	51	127	29	751	78
Divorced	8	19	6	8	4	4	18	3	8	15	11	10	1	1	20	6	9	17	6	5	2	1	19	4	23	16	24	9	6	1	102	11
Widowed	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	1	2	0	0	1	0	2	0	1	1	1	0	1	0	65	7
Separated	0	0	1	1	0	0	1	0	1	2	2	2	2	1	6	2	0	0	2	2	2	1	4	1	1	1	4	1	6	1	24	2
Veteran:																																
Yes	8	19	9	13	7	8	27	12	14	26	15	13	10	7	39	12	15	28	19	16	13	6	50	11	38	27	37	13	29	7	112	12
No	34	81	60	85	79	89	196	86	39	72	94	83	129	91	267	85	35	65	98	83	205	91	333	85	101	72	237	85	399	91	834	86
Currently Enlisted																																
Migrant:																																
Yes	0	0	1	1	0	0	1	1	0	0	2	2	2	1	4	1	0	0	1	1	1	3	4	1	3	1	3	1	4	1	8	1
No	42	100	70	99	88	99	227	99	51	94	110	97	139	98	305	97	50	93	116	98	216	96	430	96	271	97	275	98	430	98	948	98
Ethnic Background:																																
Black	0	0	2	3	0	0	3	1	0	0	0	0	2	1	2	1	0	0	3	3	54	24	71	16	0	0	2	6	60	14	81	8
White	40	95	67	94	86	97	219	96	51	94	108	96	136	96	300	96	49	91	111	94	161	72	354	79	135	96	263	94	363	83	850	88
Spanish	0	0	1	1	0	0	1	0	2	4	1	1	0	0	3	1	1	2	2	2	2	1	6	1	3	2	5	2	3	1	12	1
Native Am.	1	2	1	1	2	2	4	2	1	2	2	2	4	3	7	2	0	0	0	0	5	2	6	1	2	1	3	1	11	3	16	2
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	1	2	0	0	1	1	2	1	0	0	1	1	0	0	1	0	0	0	0	0	1	0	1	0	1	1	1	0	1	0	4	0
Primary Spoken Language:																																
English	42	100	67	94	88	99	223	97	53	98	112	99	141	99	311	99	51	94	114	97	218	97	431	96	139	99	272	96	429	97	944	97
Spanish	0	0	4	6	0	0	5	2	1	2	1	1	1	1	3	1	3	6	3	3	6	3	13	3	2	1	8	3	6	1	18	2
Native Am.	0	0	0	0	1	1	1	0	0	0	1	1	0	0	1	0	0	0	0	0	1	0	1	0	0	0	1	0	2	0	3	0

TABLE F-2

BIOGRAPHIC DATA OF PARENTS

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
Marital Status: (When Left School)	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Single	0	0	2	3	3	3	5	2	0	0	0	0	3	3	4	1	0	0	0	0	5	2	5	1	0	0	2	1	12	3	14	1
Married	31	74	50	70	73	82	176	77	43	80	94	83	115	81	256	82	42	78	96	81	158	70	334	75	110	78	219	78	333	76	751	78
Divorced	6	14	13	18	9	10	28	12	5	9	10	9	13	9	28	9	4	7	8	7	31	14	47	10	14	10	31	11	35	12	102	11
Widowed	2	5	5	7	3	3	14	6	4	7	7	6	6	4	17	5	5	9	10	8	18	8	36	8	12	9	21	7	24	5	65	7
Separated	3	7	1	1	1	1	6	3	0	0	2	2	2	1	4	1	1	2	2	2	8	4	14	3	3	2	6	2	11	3	24	2
Father's Ethnic Background:																																
Black	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	1	2	3	3	47	21	66	15	0	0	5	2	54	12	74	8
White	40	95	69	97	85	96	221	97	51	94	110	97	136	96	302	96	49	91	111	94	164	73	357	80	135	96	268	95	365	83	858	89
Spanish	0	0	1	1	0	0	1	0	1	2	0	0	0	0	1	0	1	2	2	2	5	2	8	2	2	1	4	1	5	1	11	1
Native Am.	1	2	0	0	2	2	3	1	2	4	2	2	4	3	8	3	0	0	1	1	2	1	3	1	3	2	3	1	8	2	14	1
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	1	2	0	0	1	1	2	1	0	0	0	0	1	1	1	0	0	0	0	0	4	2	4	1	1	1	0	0	4	1	6	1
Mother's Ethnic Background:																																
Black	0	0	1	1	0	0	2	1	0	0	1	1	0	0	1	0	0	0	3	3	47	21	64	14	0	0	6	2	54	12	75	8
White	40	95	67	94	85	96	218	95	52	96	109	96	135	95	301	96	49	91	111	94	162	72	355	79	136	96	265	95	363	83	853	88
Spanish	0	0	1	1	0	0	1	0	1	2	0	0	1	1	2	1	1	2	2	2	3	1	7	2	2	1	4	1	5	1	12	1
Native Am.	1	2	0	0	2	2	3	1	1	2	1	1	4	3	6	2	0	0	0	0	5	2	5	1	2	1	1	0	11	3	14	1
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0
Other	1	2	0	0	1	1	2	1	0	0	2	2	1	1	3	1	0	0	0	0	4	2	4	1	1	1	2	1	3	1	7	1
Migrant:																																
Yes	0	0	3	4	1	1	5	2	2	4	1	1	2	1	5	2	1	2	3	1	2	1	5	1	3	2	5	2	4	1	12	2
No	42	100	67	96	87	98	222	97	50	93	111	98	139	98	300	98	48	91	112	95	215	96	424	95	136	96	271	97	428	98	938	97

TABLE F-3

OCCUPATION OF PARENTS OF HIGH SCHOOL NON-COMPLETERS

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Father:																																
Agriculture, agribusiness, natural res.	14	33	9	13	26	29	55	24	15	28	17	15	28	20	61	19	3	6	7	6	11	5	22	5	28	20	30	11	61	14	120	13
Business and office	0	0	1	1	2	2	3	1	3	6	2	2	2	1	7	2	1	2	3	3	13	6	18	4	3	2	6	2	13	3	24	2
Communication and media	0	0	3	4	0	0	3	1	1	2	0	0	1	1	2	1	0	0	1	1	1	0	3	1	0	0	4	1	1	0	6	1
Construction	1	2	10	14	7	8	23	10	9	17	16	14	14	10	39	12	5	9	13	11	28	12	49	11	14	10	36	13	46	11	106	11
Consumer and home. ed.	0	0	0	0	0	0	1	0	1	2	1	1	0	0	2	1	1	2	0	0	1	0	2	0	1	1	1	0	2	0	5	1
Ecology and environment	0	0	0	0	0	0	0	0	1	2	0	0	1	1	2	1	0	0	0	0	1	0	1	0	0	0	0	0	1	0	1	0
Fine arts and humanities	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Health occupa.	0	0	0	0	0	0	1	0	1	2	0	0	0	0	1	0	0	0	0	0	2	1	2	0	0	0	0	0	1	0	3	0
Manufacturing	6	14	11	15	11	12	32	14	9	17	25	22	34	24	71	23	21	39	50	42	66	29	158	35	37	26	77	27	110	25	282	27
Marine science	0	0	0	0	0	0	0	0	1	2	0	0	0	0	1	0	2	4	0	0	4	2	6	1	0	0	0	0	1	0	1	0
Marketing and distribution	0	0	3	4	5	6	10	4	3	6	8	7	10	7	21	7	2	4	3	3	13	6	20	4	5	4	15	5	25	6	50	5
Personal serv.	2	5	2	3	2	2	7	3	4	7	5	4	3	2	12	4	2	4	4	3	7	3	15	3	6	4	12	4	12	3	32	3
Public service	1	2	4	6	5	6	10	4	2	4	9	8	6	4	14	5	3	6	7	6	18	8	36	8	5	4	19	7	25	6	60	6
Recreation and hospitality	0	0	4	6	2	2	8	3	1	2	1	1	8	6	10	3	0	0	5	4	2	1	9	2	1	1	8	3	12	3	28	3
Transportation	3	7	5	7	13	15	23	10	4	7	16	14	22	15	42	13	9	17	10	8	24	11	47	10	14	10	30	11	56	13	109	11
Mother:																																
Agriculture, agribusiness, natural res.	0	0	0	0	0	0	0	0	1	2	0	0	1	1	2	1	0	0	0	0	1	0	2	0	1	1	0	0	0	0	2	0

TABLE F-3 (Continued)

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Business and office	0	0	1	1	6	7	8	3	0	0	6	5	9	6	15	5	2	4	7	6	14	6	26	6	1	1	13	5	27	6	46	5
Communication and media	0	0	0	0	1	1	1	0	2	4	3	3	0	0	5	2	0	0	0	0	3	1	5	1	1	1	3	1	2	0	8	1
Construction	0	0	1	1	0	0	1	0	0	0	0	0	1	1	1	0	1	2	1	1	1	0	3	1	0	0	1	0	2	0	3	0
Consumer and home. ed.	3	7	2	3	5	6	10	4	1	2	4	4	2	1	7	2	1	2	1	1	7	3	11	2	4	3	7	3	13	3	26	3
Ecology and environment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Fine arts and humanities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	2	0	0	0	0	0	1	0	1	0
Health occupa.	2	5	6	8	3	3	11	5	1	2	10	9	13	9	24	8	2	4	6	5	21	9	35	8	6	4	22	8	32	7	69	7
Manufacturing	3	7	10	14	10	11	24	10	5	9	15	13	15	10	35	11	5	9	13	11	25	11	46	10	13	9	37	13	46	11	100	10
Marine science	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	2	1	4	1	0	0	0	0	0	0	0	0
Marketing and distribution	0	0	1	1	1	1	2	1	3	6	4	4	3	2	10	3	2	4	6	5	14	6	24	5	5	4	10	4	17	4	36	4
Personal serv.	2	5	2	3	0	0	7	3	1	2	6	5	4	3	11	4	3	6	8	7	14	6	28	6	5	4	15	5	18	4	44	5
Public service	0	0	2	3	0	0	5	2	2	4	7	6	3	2	12	4	2	4	3	3	11	5	21	5	4	3	11	4	14	3	38	4
Recreation and hospitality	2	5	6	8	7	8	16	7	8	15	7	6	11	8	26	8	0	0	7	6	17	8	26	6	10	7	17	6	33	8	68	7
Transportation	0	0	0	0	1	1	1	0	1	2	0	0	0	0	1	0	0	0	0	0	2	1	2	0	0	0	0	0	2	0	2	0

TABLE F-4

SCHOOL RECORDS AND NON-COMPLETERS REPORT ON HIGHEST GRADE COMPLETED

	Small Schools								Medium Schools								Large Schools								Total					
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
School Records:																														
Seventh	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	1	3	1	0	0	0	0	1	0	1	0
Eighth	1	2	1	1	4	4	6	3	1	2	8	7	8	6	17	5	4	7	0	0	10	4	14	3	2	1	9	3	19	4	31	3
Ninth	4	10	4	6	16	18	26	11	7	13	13	12	20	14	41	13	7	13	15	13	30	13	55	12	19	13	31	11	65	15	123	13
Tenth	16	38	18	25	23	26	61	27	10	19	30	27	38	27	79	25	16	30	27	23	35	16	93	21	42	30	75	27	98	22	241	25
Eleventh	11	26	25	35	13	15	56	24	22	41	41	36	42	30	107	34	12	22	36	31	64	28	130	29	46	33	101	36	120	27	302	31
Student Report:																														
Seventh	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Eighth	1	2	1	1	5	6	7	3	2	4	9	8	6	4	17	5	0	0	0	0	4	2	6	1	3	2	10	4	15	3	28	3
Ninth	5	12	9	13	20	22	39	17	7	13	13	12	18	13	38	12	9	17	9	8	19	8	37	8	19	13	30	11	56	13	106	12
Tenth	21	50	27	38	34	38	82	35	17	31	35	31	48	34	100	32	16	30	47	40	69	30	132	32	54	38	97	35	149	34	300	34
Eleventh	33	78	38	48	25	28	96	40	27	50	54	48	66	48	147	49	22	44	60	51	123	55	205	51	84	60	138	49	288	66	510	58

TABLE F-5

SCHOOL RECORDS AND NON-COMPLETERS REPORT SHOWING AGE AT WHICH STUDENT LEFT SCHOOL

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
School Records:																																
Thirteen or younger	0	0	2	3	0	0	2	1	0	0	0	0	1	1	1	0	1	2	0	0	1	0	2	0	0	0	2	1	1	0	3	0
Fourteen or fifteen	1	2	1	1	3	3	6	3	1	2	2	2	1	1	5	2	2	4	1	1	10	4	14	3	2	1	4	1	13	3	21	2
Sixteen	12	29	10	14	26	29	49	21	7	13	21	19	27	19	55	18	9	17	15	13	22	10	49	11	28	20	47	17	72	16	154	16
Seventeen	8	19	24	34	13	15	53	23	16	30	33	29	49	35	101	32	16	30	31	26	49	22	101	23	43	30	86	31	114	26	264	27
Eighteen	7	17	8	11	11	12	29	13	7	13	22	19	24	17	54	17	11	20	25	21	59	26	119	27	24	17	55	20	92	21	207	21
Nineteen	0	0	0	0	0	0	0	0	2	4	2	2	2	1	6	2	0	0	3	3	2	1	5	1	2	1	5	2	4	1	11	1
Twenty	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	1	0	0	0	1	0	1	0	3	0
Twenty-one or older	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0
Student Report:																																
Thirteen or younger	0	0	2	3	0	0	3	1	0	0	0	0	1	1	1	0	2	4	0	0	2	1	5	1	0	0	2	1	2	0	5	1
Fourteen or fifteen	3	7	2	3	7	8	15	7	1	2	6	5	5	4	13	4	3	6	1	1	9	4	16	4	5	4	9	3	19	4	39	4
Sixteen	19	45	21	30	42	47	87	38	13	24	31	27	38	27	82	26	13	24	23	19	42	19	86	19	44	31	70	25	116	27	246	25
Seventeen	10	24	35	49	20	22	78	34	26	48	44	39	63	44	136	43	18	33	56	47	100	44	197	44	54	38	122	43	178	11	403	42
Eighteen	10	24	8	11	16	18	39	17	11	20	30	27	32	23	74	24	18	33	30	25	62	28	127	28	36	26	65	23	108	25	242	25
Nineteen	0	0	2	3	0	0	2	1	2	4	2	2	2	1	6	2	0	0	6	5	4	2	11	2	2	31	10	4	6	1	19	2
Twenty	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0
Twenty-one or older	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

TABLE F-6

APPROXIMATE IQ LEVEL OF NON-COMPLETERS AS REPORTED IN SCHOOL RECORDS

IQ:	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Below average	5	12	7	10	5	6	18	8	5	9	6	5	14	10	26	8	3	6	10	8	34	15	49	11	13	9	25	9	55	13	98	10
Slightly below average	11	26	12	17	19	21	49	21	9	17	17	15	24	17	50	16	16	30	31	26	47	21	102	23	34	24	52	18	90	21	195	20
Average	16	38	24	34	23	26	76	33	13	24	22	19	36	25	74	24	19	35	31	26	49	22	105	23	49	34	71	25	100	23	248	25
Slightly above average	4	10	8	11	10	11	25	11	7	13	13	12	9	6	29	9	9	17	16	14	22	10	55	12	14	10	32	11	37	8	100	10
Above average	2	5	4	6	1	1	6	3	2	4	3	3	2	1	6	2	0	0	2	2	10	4	12	3	4	3	8	3	8	2	23	2

TABLE F-7

GRADE POINT AVERAGE DURING NON-COMPLETERS LAST FULL YEAR OF ATTENDANCE

Gradepoint:	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
A	0	0	0	0	0	0	0	0	1	2	0	0	0	0	1	0	0	0	0	0	2	1	3	1	0	0	0	0	0	0	1	0
B	3	7	6	8	5	6	15	7	5	9	8	7	5	3	18	6	2	4	6	5	11	5	21	5	9	6	19	7	20	5	53	5
C	9	21	26	37	27	30	70	31	18	33	22	19	25	17	65	23	12	22	24	20	39	17	83	19	33	23	65	23	84	19	209	21
D	21	50	31	44	40	45	105	46	23	39	46	41	68	48	139	44	32	59	57	48	81	36	184	41	71	50	174	44	185	42	423	43
F	8	19	5	7	16	18	31	14	10	19	34	30	35	22	79	24	5	9	38	31	84	37	150	33	25	16	66	23	124	28	247	25

TABLE F-8

NON-COMPLETERS RANK IN CLASS DURING LAST FULL YEAR OF ATTENDANCE

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
80% and Above (Highest):	1	2	0	0	1	1	2	1	0	0	1	1	1	1	2	1	0	0	0	0	0	0	0	0	1	1	1	0	2	0	4	0
70 - 79%	1	2	3	4	1	1	5	2	1	2	0	0	0	0	1	0	1	2	1	1	4	2	9	2	1	1	4	1	2	0	10	1
60 - 69%	1	2	4	6	3	3	10	4	2	4	3	3	3	2	8	3	0	0	4	3	1	0	5	1	3	2	9	3	7	2	22	2
50 - 59%	1	2	2	3	3	3	7	3	7	13	5	4	1	1	13	4	0	0	2	2	4	2	6	1	8	6	9	3	7	2	27	3
40 - 49%	5	12	6	8	4	4	16	7	4	7	4	4	5	3	13	4	2	4	3	3	9	4	15	3	10	7	13	5	16	4	42	4
30 - 39%	1	2	7	10	5	6	14	6	3	6	6	5	7	5	17	5	4	2	6	5	6	3	16	4	6	4	16	6	18	4	46	5
20 - 29%	5	12	8	11	10	11	26	12	7	13	5	4	16	11	29	9	3	6	8	7	8	4	24	5	15	11	20	7	31	7	80	8
10 - 19%	6	14	10	14	20	21	36	16	10	19	22	19	19	13	51	16	0	11	9	8	22	10	40	9	23	16	41	15	57	13	134	14
0 - 9%(Lowest)	11	26	18	25	15	17	44	21	13	24	23	20	16	21	64	27	15	28	35	28	58	26	118	26	37	26	82	29	111	25	253	26

TABLE F-9

PROGRESS IN READING LEVELS OF NON-COMPLETERS OBTAINED THROUGH ASSESSMENT

Rate of Progress:	Small Schools								Medium Schools								Large Schools								Total					
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Increased significantly	0	0	4	6	3	3	8	3	1	2	2	2	3	2	6	2	1	2	1	1	2	1	4	1	2	1	6	2	7	2	16	2
Increased somewhat	3	7	5	7	4	4	13	6	5	9	6	5	20	14	32	10	8	15	12	10	24	11	45	10	12	9	17	6	41	9	72	7
Remained consistent	6	14	8	11	14	16	40	17	6	11	16	14	20	14	43	14	13	24	14	12	18	8	46	10	21	15	37	13	52	12	125	13
Decreased somewhat	7	17	3	4	3	3	23	10	5	9	9	8	15	9	29	9	1	2	7	6	13	6	25	6	15	11	18	6	26	6	75	8
Decreased significantly	2	5	3	4	2	2	9	4	1	2	0	0	4	3	5	2	0	0	3	3	3	1	9	2	3	2	5	2	8	2	21	2

TABLE F-10

NUMBER OF DAYS OF ABSENTEEISM DURING LAST FULL YEAR OF ATTENDANCE

No. of Days:	Small Schools								Medium Schools								Large Schools								Total					
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
None	3	7	0	0	1	1	4	2	1	2	1	1	1	1	3	1	1	2	2	2	0	0	3	1	5	4	2	1	2	0	9	1
One to five days	5	12	4	6	3	3	13	6	6	11	8	7	7	5	22	7	4	7	5	4	14	6	27	6	14	10	15	5	20	5	61	6
Six to ten days	4	10	10	14	5	6	22	10	7	13	7	6	13	9	27	9	8	15	11	9	6	3	28	6	13	18	24	9	24	5	74	8
Eleven to fifteen days	3	7	3	4	0	10	16	7	12	22	6	5	10	7	29	9	5	9	10	8	17	8	37	8	17	12	15	5	34	8	77	8
Sixteen to twenty days	2	5	7	10	7	8	22	10	3	6	13	12	11	8	28	9	2	4	7	6	19	8	31	7	6	4	27	10	34	8	77	8
Twenty-one to twenty-five days	7	17	11	15	15	17	36	16	6	11	11	10	16	11	33	11	5	9	4	3	12	5	26	6	17	12	26	9	40	9	83	9
[illegible]	4	10	11	16	8	9	23	10	6	11	11	10	16	11	33	11	7	13	9	8	11	5	30	7	16	11	31	12	36	8	83	9
Over thirty days	8	19	21	30	24	27	53	24	40	74	36	31	50	35	126	43	9	17	20	16	27	11	56	13	49	35	68	25	94	21	219	24

TABLE F-11

SCHOOL RECORDS AND STUDENTS REPORT ON FREQUENCY OF CHANGING HIGH SCHOOLS

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
School Records:																																
None	23	55	41	58	47	53	120	52	30	56	70	62	82	58	187	60	33	61	58	49	101	45	222	50	86	61	60	127	226	52	537	56
Once	2	5	4	6	5	6	14	6	3	6	7	6	18	13	28	9	4	7	12	10	32	14	52	12	10	7	24	9	55	13	96	10
More than once	2	5	3	4	3	3	9	4	1	2	3	3	2	1	6	2	1	2	1	1	9	4	12	3	3	2	7	3	14	3	26	3
Student Report:																																
None	34	81	53	75	69	78	178	78	48	89	100	88	115	81	268	85	45	83	101	86	164	73	352	79	120	85	54	19	337	77	781	81
Once	4	10	7	10	10	11	24	10	4	7	9	8	19	13	32	10	6	11	12	10	38	17	61	14	15	11	4	1	68	16	120	12
More than once	4	10	6	8	5	6	16	7	2	4	4	4	5	4	11	4	2	4	5	3	14	6	20	4	6	4	2	1	22	5	46	5

TABLE F-12

SCHOOL RECORDS AND STUDENTS REPORT ON REASONS FOR CHANGING HIGH SCHOOLS

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
School Records:																																
Left voluntarily (moved, etc.)	3	7	12	17	9	10	25	11	6	11	8	7	12	8	26	8	7	13	21	18	29	13	57	13	14	10	40	14	49	11	[illegible]	[illegible]
Suggested by school	1	2	1	1	0	0	2	1	0	0	0	0	3	2	3	1	2	4	2	2	7	3	12	3	1	1	4	1	8	2	[illegible]	[illegible]
Expelled by school	1	2	0	0	1	1	2	1	0	0	0	0	1	1	1	0	1	2	1	1	2	1	5	1	2	4	1	0	5	1	[illegible]	[illegible]
Other	0	0	0	0	1	1	8	3	0	0	4	4	4	3	[illegible]	3	3	6	7	6	11	5	25	6	4	3	11	4	16	4	[illegible]	[illegible]
Student Report:																																
Left voluntarily (moved, etc.)	7	17	15	21	14	16	38	17	10	19	11	10	22	15	43	14	8	15	29	25	47	21	86	19	24	17	54	19	80	18	[illegible]	[illegible]
Suggested by school	3	7	2	3	0	0	5	2	0	0	0	0	2	1	2	1	4	7	1	1	5	2	14	3	4	3	4	1	7	2	[illegible]	[illegible]
Expelled by school	[illegible]																															
Other	[illegible]																															

TABLE F-13

CURRENT OCCUPATIONAL STATUS OF HIGH SCHOOL NON-COMPLETERS

Occupational Status:	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Employed full-time in paid occupation	64	27	46	65	50	56	142	62	40	75	67	59	99	69	207	66	39	74	70	59	106	47	244	54	100	71	173	61	243	55	581	60
Employed part-time	5	2	4	3	10	11	16	7	4	8	14	13	9	6	27	9	4	8	8	7	21	9	38	7	8	5	23	8	41	9	81	8
Unemployed, looking for employment	0	0	5	7	7	8	12	5	1	2	11	10	13	9	26	8	1	2	11	9	46	20	60	13	3	2	25	9	64	14	96	10
Unemployed, not looking for employment	7	3	2	3	5	6	11	5	2	4	6	5	3	2	11	4	3	6	12	10	22	10	44	10	8	6	17	6	26	6	60	6
Full-time homemaker, not looking for employment	10	24	12	17	13	15	40	17	11	6	13	12	12	8	34	11	5	9	10	8	20	9	41	9	21	15	34	12	43	10	113	12
Full-time homemaker, looking for paid employment	0	0	1	1	3	3	4	2	0	0	0	0	6	4	6	2	1	2	1	1	2	1	4	1	1	1	2	1	11	2	14	1
Full-time student	0	0	2	3	1	1	3	1	0	0	1	1	2	1	3	1	0	0	6	5	10	4	18	4	0	0	5	2	13	3	22	2

TABLE F-14
CURRENT OCCUPATIONAL CLASSIFICATION OF NON-COMPLETERS

Occupational Classification:	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Agriculture, agribusiness, natural resources	5	12	4	6	7	8	18	8	5	9	8	7	14	10	28	9	3	6	2	2	8	4	13	3	10	7	14	5	28	6	58	6
Business and office	0	0	2	3	1	1	4	2	5	9	4	4	1	1	10	3	0	0	1	1	5	2	7	2	5	4	7	2	7	2	21	2
Communication and media	0	0	2	3	0	0	2	1	0	0	0	0	1	1	1	0	0	0	0	0	4	2	4	1	0	0	2	1	5	1	7	1
Construction	6	14	9	13	9	10	27	12	7	13	17	15	20	14	44	14	6	11	12	10	9	4	27	6	19	13	36	13	36	8	95	10
Consumer and homemaking education	0	0	1	1	1	1	2	1	0	0	0	0	0	0	0	0	0	0	1	1	2	1	3	1	0	0	2	1	4	1	6	1
Ecology and environment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	1	1	0	0	2	0	1	1	6	1	0	0	1	0
Fine arts and humanities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	0	0	1	0	1	1	0	0	0	0	23	2
Health occupations	0	0	1	1	1	1	3	1	4	7	3	3	2	1	9	3	4	7	2	2	5	2	13	3	6	4	6	2	7	2	207	21
Manufacturing	7	17	10	14	17	19	42	18	16	30	23	20	30	21	69	22	17	31	29	25	40	18	100	22	37	26	59	21	80	18	2	0
Marine science	0	0	0	0	0	0	0	0	0	0	1	1	1	1	2	1	2	4	0	0	0	0	2	0	0	0	1	0	1	0	59	6
Marketing and distribution	2	5	4	6	5	6	13	6	4	7	6	5	7	5	17	5	4	7	9	8	14	6	30	7	10	7	17	6	25	6	39	4
Personal services	1	2	4	6	4	4	9	4	2	4	4	4	7	5	13	4	3	6	3	3	9	4	18	4	6	4	11	4	19	4	43	4
Public services	3	7	2	3	5	6	12	5	0	0	5	4	7	5	12	4	1	2	4	3	10	4	18	4	3	2	10	4	23	5	55	6
Recreation and hospitality	3	7	3	4	4	4	11	5	1	2	8	7	10	7	19	6	2	4	8	7	9	4	24	5	6	4	11	6	23	5	55	6
Transportation	3	7	6	8	5	6	14	6	1	2	4	4	11	8	16	5	2	4	6	5	12	5	23	5	5	4	15	5	28	6	52	5

TABLE F-15

ON THE JOB RELATIONSHIP OF NON-COMPLETERS WITH CO-WORKERS

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Type of Relationship:																																
Very good relationship	15	36	24	34	30	34	83	36	28	52	47	42	67	47	143	46	20	37	38	32	69	31	148	33	61	43	106	38	163	37	375	39
Fairly good relationship	13	31	20	28	26	29	62	27	13	24	26	23	37	26	76	24	20	37	33	28	51	23	116	26	38	27	73	26	105	24	241	25
Not a good relationship	0	0	0	0	3	3	4	2	0	0	1	1	2	1	3	1	1	2	3	3	3	1	7	2	1	1	3	1	9	2	14	1

TABLE F-16
FACTORS NON-COMPLETERS REGARD AS BEING IMPORTANT IN JOB SELECTION

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Factors:																																
Friendly, easy people to work with	19	45	42	59	56	40	114	50	22	41	41	36	61	43	127	40	23	43	59	50	110	49	214	48	61	15	134	17	203	16	447	16
Good salary	30	71	56	79	61	69	164	72	42	78	88	78	114	80	248	79	39	72	87	74	153	68	316	71	107	26	217	27	320	26	723	26
Good benefits	16	38	21	30	25	28	75	33	19	35	48	42	55	39	123	39	16	30	59	50	75	33	167	37	53	13	114	14	152	12	361	13
Security for the future	9	21	18	25	23	26	62	27	8	15	22	19	32	23	63	20	22	41	40	34	81	36	153	34	37	9	76	10	130	11	271	10
A chance to do what I like	15	36	21	30	45	51	96	42	25	46	43	38	59	42	129	41	27	50	49	42	100	44	204	46	60	15	106	13	193	16	415	15
A chance to work on my own	5	12	10	14	10	11	31	14	8	15	15	13	13	9	38	12	7	13	21	18	38	17	72	16	18	4	41	5	61	5	133	5
A chance to get ahead	7	17	8	11	16	18	39	17	8	15	14	12	16	11	39	12	16	30	22	19	53	24	99	22	31	8	44	6	86	7	179	7
Other	9	21	12	17	14	16	36	16	16	30	37	33	33	23	87	28	13	24	17	14	30	13	70	16	36	9	59	7	71	6	193	7

TABLE F-17
NON-COMPLETERS ATTITUDE TOWARDS WORK

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
Attitude:	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Like work very much	24	57	4	6	4	4	119	52	27	50	56	50	81	57	167	53	32	59	56	47	141	63	260	58	79	56	143	51	249	57	471	55
Like work fairly much	8	19	15	21	33	37	67	29	17	31	39	35	40	28	97	31	14	26	44	37	59	26	129	29	38	27	91	32	130	30	259	30
Dislike work somewhat	6	14	11	15	8	9	28	12	6	11	9	8	13	9	28	9	3	6	15	13	15	7	37	8	13	9	29	10	32	7	74	25
Dislike work very much	2	5	2	3	4	4	8	3	4	7	3	3	3	2	11	4	2	4	3	3	5	2	11	2	8	6	8	3	11	3	27	4

TABLE F-18

NON-COMPLETERS LENGTH OF EMPLOYMENT IN CURRENT JOB

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
Length of Time:	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
One month or less	0	0	2	3	9	10	12	5	2	4	4	4	13	9	19	6	4	7	1	1	18	8	28	6	3	2	8	3	39	20	57	6
Two to six months	4	10	8	11	24	27	45	20	9	17	20	18	34	24	63	20	4	7	15	13	32	14	59	13	15	10	43	15	87	20	165	17
Seven to eleven months	3	7	5	7	8	9	18	8	1	2	8	7	20	14	29	9	5	9	4	3	14	6	27	6	8	6	17	6	45	10	76	8
One to two years	6	14	16	23	9	10	33	14	4	7	15	13	23	16	42	13	8	15	16	14	36	16	66	15	17	12	43	15	62	14	136	14
More than two years	16	38	17	24	10	11	49	21	30	56	36	32	16	11	83	26	23	43	41	35	27	12	101	23	67	47	86	31	49	11	228	24

TABLE F-19
NON-COMPLETERS LENGTH OF UNEMPLOYMENT

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Length of Unemployment:																																
Less than one month	1	2	0	0	3	3	4	2	0	0	3	3	4	3	8	3	1	2	4	3	12	5	19	4	3	2	6	2	19	4	31	3
One to six months	0	0	6	8	2	2	8	3	1	2	5	4	7	5	13	4	0	0	7	6	22	10	30	7	1	1	16	6	30	7	49	5
Six months to one year	0	0	2	3	5	6	9	4	0	0	3	3	4	3	7	2	2	4	2	2	14	6	23	5	0	0	7	3	19	4	31	3
One year to two years	1	2	1	1	1	1	3	1	0	0	0	0	2	1	2	1	0	0	3	3	9	4	15	3	1	1	3	1	11	3	17	2
More than two years	3	7	1	1	3	3	8	3	2	4	7	6	1	1	10	3	5	9	14	12	12	5	32	7	10	7	19	7	16	4	50	5

TABLE F-20
NON-COMPLETERS REASONS FOR BEING UNEMPLOYED

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Reason:																																
Family obligations	3	7	3	4	7	8	13	6	2	4	5	4	2	1	9	3	4	7	13	11	9	8	38	8	9	6	18	6	23	5	56	6
Illness, poor health	0	0	1	1	0	0	1	0	0	0	1	1	1	1	2	1	3	6	1	1	10	4	16	4	0	0	3	1	9	2	14	1
Not enough occupational training	1	2	0	0	2	2	3	1	0	0	1	1	1	1	2	1	0	0	3	3	10	4	13	3	1	1	3	1	14	3	18	2
Unsure of interests and abilities	1	2	2	3	1	1	5	2	0	0	2	2	0	0	2	1	0	0	3	3	1	3	7	2	1	1	6	2	4	1	13	1
Over supply of workers in my field	0	0	1	1	1	1	2	1	0	0	0	0	1	1	1	0	0	0	1	1	3	1	4	1	0	0	1	0	4	1	5	1
Not enough income in former job	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	2	4	1	0	0	0	0	4	1	4	0
Temporarily laid off	2	5	1	1	1	1	4	2	1	2	4	4	6	4	11	4	0	0	1	1	6	3	7	2	4	3	6	2	13	3	23	2
Other	0	0	1	1	3	3	5	2	0	0	6	5	10	7	17	5	2	4	6	5	16	7	26	6	2	1	12	4	28	6	47	5

TABLE F-21
NUMBER OF JOBS HELD BY NON-COMPLETERS SINCE LEAVING HIGH SCHOOL

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
Number of Jobs:	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
None	4	10	2	3	11	12	20	9	7	13	17	15	33	23	27	9	0	0	5	4	26	12	35	8	9	6	14	5	48	11	79	8
One	3	7	20	28	23	26	53	23	14	26	32	28	32	23	59	19	9	17	21	18	61	27	109	24	18	13	55	20	113	26	214	22
Two	11	26	17	24	28	31	61	27	16	30	26	23	26	18	78	25	10	19	32	27	70	31	124	28	33	23	75	27	125	29	257	27
Three	13	31	20	28	13	15	55	24	8	15	14	12	23	16	69	22	12	22	33	28	42	19	95	21	39	28	70	25	79	18	213	22
Four	8	19	7	10	8	9	25	11	4	7	14	12	12	8	46	15	18	33	16	14	20	9	57	13	30	21	33	12	46	11	124	13
Five	3	7	5	7	6	7	15	7	0	0	0	0	3	2	30	10	4	7	11	9	5	2	26	6	11	8	31	11	23	5	73	8
Six or more	0	0	0	0	0	0	0	0	0	0	2	2	0	0	3	1	0	0	0	0	1	0	2	0	1	1	0	0	3	1	4	0

156

157

TABLE F-22

NON-COMPLETERS TARDINESS FOR WORK

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Frequency:																																
Almost always late	0	0	0	0	2	2	2	1	0	0	0	0	0	0	0	0	3	6	0	0	4	2	7	2	1	1	0	0	5	1	6	1
Frequently late	0	0	1	1	0	0	2	1	1	2	1	1	2	1	4	1	2	4	1	1	6	3	11	2	3	2	3	1	8	2	17	2
Occasionally late	8	19	24	34	22	25	63	28	12	22	23	20	29	20	65	21	15	28	42	36	41	18	103	23	33	22	85	30	86	19	228	23
Never late	21	50	23	32	35	39	89	39	30	56	53	47	72	51	155	49	26	48	33	28	32	36	169	38	71	48	103	37	185	40	408	41

TABLE F-23

FREQUENCY OF ABSENTEEISM BY NON-COMPLETERS DUE TO ILLNESS

	Small Schools								Medium Schools								Large Schools								Total					
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
Frequency:	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Frequent (more than 12 days a year)	1	2	3	4	4	4	9	4	0	0	4	4	7	5	11	4	5	9	3	3	8	4	17	4	3	2	12	4	16	4	33	3
Occasional (less than 12 days a year)	15	36	25	35	30	34	77	34	23	43	42	37	52	37	118	38	23	43	43	36	59	26	139	31	59	42	107	38	138	32	337	35
Never	13	31	20	28	23	26	68	30	19	35	30	27	46	32	95	30	16	30	31	26	59	26	124	28	43	30	71	25	122	28	276	29

TABLE F-24

FREQUENCY OF ABSENTEEISM BY NON-COMPLETERS FOR REASONS OTHER THAN ILLNESS

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
Frequency:	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Frequent (more than 12 days a year)	0	0	1	1	3	3	4	2	1	2	1	1	2	1	4	1	1	2	5	4	3	1	10	2	2	1	6	2	8	2	17	2
Occasional (less than 12 days a year)	4	10	13	18	19	21	43	19	12	22	21	19	33	23	66	21	18	33	25	21	35	16	85	19	29	21	57	20	85	19	192	20
Never	25	60	34	48	38	43	110	48	28	52	55	49	67	47	151	48	25	46	47	40	89	40	186	42	73	52	128	46	184	42	438	45

TABLE F-25
PRESENT SALARY EARNED BY NON-COMPLETERS

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
Salary:	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
None or below minimum wage	1	2	5	7	6	7	12	5	1	2	4	4	5	4	10	3	3	6	1	1	5	2	12	3	3	2	10	4	14	3	31	3
$2.65 to $4.00 an hour	8	19	15	21	31	35	66	29	19	35	28	25	53	37	101	32	13	24	29	25	68	30	123	27	34	24	69	25	149	34	286	29
$4.01 to $5.00 an hour	5	12	8	11	13	15	27	12	5	9	20	18	25	18	50	16	4	7	12	10	20	9	44	10	15	11	37	13	55	13	121	12
$5.01 to $6.00 an hour	6	14	9	13	7	8	23	10	6	11	8	7	8	6	22	7	4	7	7	6	7	3	23	5	15	11	24	9	20	5	66	7
Over $6.00 an hour	7	17	10	14	2	2	22	10	9	17	15	13	9	6	33	11	15	28	22	19	14	6	54	12	29	20	41	15	24	5	105	11

TABLE F-26
NUMBER OF NON-COMPLETERS RECEIVING ECONOMIC PUBLIC ASSISTANCE

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Receiving economic public assistance	4	10	4	6	5	6	15	7	1	2	9	8	5	4	15	5	4	7	8	7	26	12	14	10	9	6	19	7	35	8	71	7
Not receiving economic public assistance	2	5	5	7	9	10	16	7	2	4	10	9	15	11	28	9	3	6	22	19	41	13	70	16	7	5	32	11	61	14	108	11

TABLE F-27
SOURCE FROM WHICH HIGH SCHOOL DIPLOMA OR EQUIVALENCY WAS EARNED

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	
Placed Earned:																																
From original high school	2	5	5	7	4	4	12	5	4	7	7	6	9	6	21	7	6	11	1	1	11	5	21	5	9	6	13	5	24	5	51	5
From another high school	4	10	6	8	4	4	14	6	0	0	5	4	4	3	9	3	2	4	3	3	2	1	8	2	5	4	14	5	8	2	29	3
From vocational, technical school	1	2	8	11	4	4	14	6	5	9	7	6	4	3	16	5	9	17	18	15	15	7	51	11	13	9	33	11	23	5	80	8
From military service	3	7	8	11	2	2	15	7	7	13	11	10	5	4	23	7	8	15	8	7	6	3	23	5	21	15	23	8	11	2	59	6
Other	6	14	6	8	4	4	18	8	3	6	5	4	7	5	15	5	2	4	3	3	9	4	18	4	10	7	13	5	20	5	49	5
None	26	62	39	55	72	81	158	69	35	65	83	73	112	79	234	75	25	46	85	72	181	80	325	73	83	58	190	66	352	80	703	72

TABLE F-28
TYPE OF TRAINING NON-COMPLETERS RECEIVED AFTER RETURNING TO SCHOOL

Type of Training:	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Apprenticeship	1	2	2	3	1	1	4	2	4	2	3	3	3	2	8	3	0	0	1	1	2	1	4	1	3	2	6	2	5	1	15	1
ABE-GED	2	5	6	8	6	7	15	7	8	15	14	12	9	6	31	10	5	9	9	8	18	8	36	8	14	9	30	10	35	8	84	8
Prevocational, remedial courses	0	0	1	1	1	1	2	1	0	0	4	4	4	3	8	3	2	4	5	4	5	2	12	3	1	1	9	3	11	2	22	2
MDTA/CETA program	0	0	0	0	0	0	0	0	1	2	3	3	1	1	5	2	1	2	1	1	2	5	8	2	2	1	4	1	5	1	13	1
One year or less occupational program	7	17	13	18	6	7	28	12	8	15	11	10	8	6	27	9	8	15	16	14	18	8	48	11	21	13	41	14	31	7	102	10
Two year diploma occupational program	1	2	4	6	0	0	5	2	1	2	1	1	2	1	4	1	2	4	4	3	2	1	8	2	3	2	7	2	5	1	16	2
Two year associate degree program	0	0	0	0	0	0	1	0	2	4	0	0	0	0	2	1	2	4	0	0	4	2	6	1	4	3	0	0	4	1	9	1
College, university	2	5	0	0	1	1	3	1	3	6	2	2	1	1	6	2	1	2	3	3	2	1	6	1	7	4	5	2	4	1	16	2
Other	3	7	1	1	8	9	14	6	4	7	6	5	12	8	22	7	7	13	7	6	21	9	35	8	15	10	14	5	41	9	76	7

TABLE F-29
REASONS GIVEN BY STUDENTS FOR NOT COMPLETING HIGH SCHOOL

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Reason:																																
Suggested by school	1	2	3	4	0	0	4	2	1	2	2	2	6	4	9	3	2	4	2	2	3	1	8	2	3	2	5	2	8	2	18	2
Expelled by school	0	0	2	3	0	0	2	1	1	2	1	1	2	1	4	1	0	0	1	1	3	1	4	1	1	1	4	1	6	1	11	1
Didn't like school	2	5	7	10	10	11	19	8	5	9	16	14	29	20	50	16	0	0	6	5	34	15	40	9	10	6	31	10	70	14	117	11
School environment	2	5	4	6	2	2	8	3	3	6	2	2	5	4	10	3	2	4	3	3	11	5	16	4	6	4	6	2	18	4	31	3
Academic deficiencies	3	0	2	3	8	9	13	6	4	7	8	7	8	6	20	6	0	0	3	4	1	1	5	2	8	5	13	4	38	8	67	6
Marriage	1	2	3	4	2	2	6	3	2	4	4	4	5	4	11	4	1	2	3	3	7	3	11	2	3	2	7	2	13	3	27	3
Pregnancy	1	2	2	3	6	7	10	4	3	6	3	3	6	4	12	4	3	6	1	1	14	6	18	4	4	3	6	2	23	5	36	3
Work	2	5	6	8	6	7	14	6	3	6	8	7	11	8	23	7	3	6	10	8	28	12	41	9	7	5	19	6	38	8	72	7

TABLE F-30

NON-COMPLETERS ATTITUDE TOWARDS SCHOOL

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Perceptions of School:																																
Like school	18	43	29	41	29	33	81	35	21	39	37	33	41	29	102	32	15	28	32	27	92	41	135	35	51	36	92	32	157	36	333	34
Dislike school	18	43	25	35	35	39	86	38	26	48	53	47	69	49	149	47	32	59	62	53	78	35	194	43	70	50	124	44	177	41	411	43
Ambivalent	6	14	16	23	25	28	61	27	7	13	22	19	31	22	61	19	5	9	23	19	53	24	92	21	20	14	61	22	101	23	216	22
Difficult	13	31	22	31	20	22	61	27	12	22	28	25	36	25	77	25	20	37	34	29	38	17	102	23	30	42	78	28	92	21	236	24
Easy	13	31	20	28	27	30	65	28	17	31	39	35	60	42	118	38	12	22	34	29	84	37	149	33	42	30	87	31	161	37	323	33
Ambivalent	13	31	26	37	41	46	96	42	25	46	44	39	44	31	113	37	18	33	48	41	98	44	184	41	54	38	109	39	179	41	392	40
Waste of time	10	24	17	24	22	25	55	24	14	26	35	31	45	32	94	30	16	30	42	36	83	28	140	31	39	28	84	34	123	28	279	29
Worthwhile	19	45	32	45	38	43	102	45	25	46	46	39	67	47	139	44	23	43	37	31	94	42	173	39	61	43	108	39	196	45	407	42
Ambivalent	11	26	19	27	27	30	64	28	14	26	33	29	27	29	76	24	11	20	39	33	62	28	121	27	36	26	84	30	110	25	260	27

TABLE F-31
EXTRA-CURRICULAR ACTIVITIES IN WHICH NON-COMPLETERS PARTICIPATED

Type of Activity:	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
None	17	40	37	52	41	46	100	44	24	44	55	49	76	54	158	50	72	39	81	69	139	62	289	65	75	39	160	45	246	48	536	45
Athletics	15	36	18	25	30	34	72	31	13	24	32	28	41	29	88	28	7	13	25	21	48	21	93	21	34	18	67	19	115	23	248	21
Music	10	24	9	13	10	11	37	16	10	19	15	13	11	8	36	11	5	9	10	8	22	10	42	9	24	13	33	9	42	8	114	10
School assistant	1	2	1	1	0	0	3	1	1	2	5	4	1	1	7	2	2	4	0	0	3	1	6	1	4	2	6	2	4	1	16	1
Vocational activities	14	33	12	17	20	22	58	25	8	15	22	19	17	12	47	15	3	6	6	5	8	4	18	4	23	12	38	11	41	8	117	10
Leisure or hobby club	2	5	3	4	4	4	10	4	0	0	1	1	2	1	3	1	1	2	1	1	2	1	4	1	3	2	5	1	8	2	17	1
Drama, debate or newspaper	5	12	3	4	3	3	14	6	3	6	3	3	3	2	9	3	2	4	3	3	3	1	8	2	10	5	9	3	9	2	31	3
Club member	8	19	12	17	3	3	28	12	3	6	6	5	5	4	14	4	2	4	6	5	11	5	19	4	13	7	22	6	20	4	61	5
Other	3	7	6	8	7	8	19	8	2	4	4	4	5	4	11	4	0	0	0	0	7	3	7	2	5	3	10	3	18	4	37	3

TABLE F-32

SUBJECTS IN WHICH NON-COMPLETERS FINISHED ASSIGNMENTS

Completion of Assignments In:	Small Schools								Medium Schools								Large Schools								Total					
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Reading	29	69	43	61	53	60	140	61	33	61	61	54	77	54	174	55	32	59	68	58	126	56	261	58	92	65	157	56	249	57	570	59
Writing	23	55	36	51	54	61	126	55	37	69	61	54	82	58	183	58	29	54	63	53	126	56	251	56	88	62	148	53	253	58	556	58
Math	24	57	40	56	53	60	135	59	34	63	67	59	90	63	194	62	29	54	56	47	138	61	253	56	84	55	156	51	268	58	573	55
[illegible] activities	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	79	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	67	301	69	112	79	218	78	[illegible]	74	[illegible]	75

TABLE F-33

ATTITUDE OF NON-COMPLETERS TOWARDS HIGH SCHOOL TEACHERS

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Perception:																																
Like	29	69	45	63	63	71	157	69	36	67	68	59	87	61	194	62	37	69	76	64	162	72	314	70	95	67	170	61	300	69	646	67
Dislike	5	12	12	17	9	10	27	12	8	15	19	17	23	16	50	16	9	17	21	18	19	8	54	12	21	15	48	17	52	12	131	14
Ambivalent	8	19	14	20	17	19	45	20	10	19	25	22	31	22	67	21	7	13	19	16	42	19	72	16	24	17	58	21	83	19	181	19
Interested in Student:																																
Yes	17	40	32	45	28	31	88	38	23	43	37	33	45	32	108	34	20	37	42	36	87	39	164	37	57	40	97	35	148	34	302	34
No	18	43	24	34	34	38	82	36	21	39	38	34	53	37	112	36	18	33	48	41	59	26	139	31	54	38	107	38	150	34	311	33
Ambivalent	5	12	12	17	24	27	50	22	9	17	34	30	42	30	87	28	13	24	28	24	77	34	137	31	27	19	69	25	133	30	229	25

TABLE F-34

PERCEPTION OF NON-COMPLETERS WITH REGARD TO RECEIVING INDIVIDUAL ATTENTION FROM TEACHERS

	Small Schools								Medium Schools								Large Schools								Total					
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
Perception:	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Teachers didn't like me	7	17	14	20	14	16	35	15	3	6	5	4	17	12	25	8	7	13	20	17	20	9	54	12	15	10	38	13	50	11	110	11
I didn't like the teachers	0	0	8	11	6	7	17	7	4	7	6	5	8	6	18	6	6	11	5	4	8	4	20	4	9	6	17	6	23	5	53	5
Classes too huge	4	10	5	7	6	7	15	7	2	4	10	9	11	8	23	7	6	11	14	12	29	13	52	12	13	9	31	11	46	10	97	10
Received enough attention	26	62	33	46	42	47	113	49	33	61	55	49	78	55	168	54	26	48	51	43	114	51	217	48	78	54	121	41	218	48	474	47
Ambivalent	3	7	10	14	14	16	35	15	9	17	20	18	22	15	54	17	14	26	22	19	45	20	86	19	22	15	50	17	74	16	166	17
Other	1	2	5	7	8	9	18	8	3	6	15	13	10	7	28	9	2	4	12	10	19	8	39	9	5	3	30	10	37	8	84	8

TABLE F-35

FREQUENCY OF DISCIPLINARY MEASURES ADMINISTERED TO CON-COMPLETERS

Number of Times Sent to Office:	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Frequent (3 or more times a year)	5	12	23	32	17	19	53	23	11	20	29	26	61	43	102	32	19	35	36	31	45	20	106	24	36	26	82	29	123	28	261	27
Occasional (1 or 2 times a year)	19	45	15	21	35	39	78	34	17	31	42	37	42	30	104	33	13	24	39	33	68	30	145	32	46	33	92	33	139	32	322	33
Never	17	40	27	38	35	39	88	38	25	46	39	35	37	26	102	32	19	35	43	36	108	48	187	42	57	40	97	35	169	39	364	38

TABLE F-36
FAVORITE HIGH SCHOOL SUBJECTS OF NON-COMPLETERS

Subject:	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Industrial Arts																									6	4	28	11	25	7	63	8
Secretarial Science																									8	5	8	3	9	3	28	4
Home Economics																									7	5	21	9	18	5	51	7
Agriculture																									2	1	8	3	14	3	26	4
Distributive Education																									0	0	0	0	2	0	2	0
Business																									0	0	1	0	0	0	1	0
Vocational Classes																									0	0	1	0	0	0	1	0
History/Social Science																									14	9	30	12	39	11	95	12
Math																									22	14	44	18	79	22	158	20
Science																									14	9	24	10	27	8	73	9
English																									32	20	32	13	42	12	117	15
Language																									0	0	0	0	1	0	1	0
Music																									2	1	5	2	5	1	12	2
Physical Education																									13	8	7	3	19	5	41	5
Health/First Aid																									0	0	0	0	2	1	2	0
Art																									7	4	9	4	22	6	43	6
Drivers Education																									0	0	0	0	2	1	3	0
Aviation																									0	0	1	0	1	0	2	0
Law																									0	0	0	0	1	0	1	0
Spanish																									0	0	0	0	1	0	1	0

TABLE F-37
NON-COMPLETERS REASONS FOR SELECTING FAVORITE SUBJECT

Reason:	Small Schools								Medium Schools								Large Schools								Total				
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Interested, good at it																									71	54	121	55	160	50	384	50
Easy																									13	9	19	9	30	9	79	10
Could learn it																									5	4	1	1	3	1	10	1
Challenging																									4	3	2	1	2	1	9	1
Job or future orientated																									7	5	11	5	10	3	33	4
Relevant, practical																									7	5	11	5	24	8	46	6
Good teaching methods																									0	0	0	0	0	0	1	0
Doing activities																									23	16	27	12	37	12	94	12
Always busy																									0	0	0	0	1	0	1	0
A variety																									0	0	2	1	1	0	3	1
Individualized, personalized																									0	0	0	0	2	1	2	0
Not a lot of reading																									0	0	0	0	1	0	1	0
No homework																									1	1	1	1	0	0	2	0
A good teacher																									7	5	22	10	39	12	78	10
A good book																									0	0	0	0	0	0	1	0
Was outdoors																									1	1	0	0	1	0	2	0
Creative, could express self																									1	1	1	1	1	0	3	1
Enjoyed people in class																									0	0	0	0	1	0	1	0

TABLE F-38

DISCUSSION BETWEEN NON-COMPLETERS AND OTHERS CONCERNING ALTERNATIVES TO LEAVING SCHOOL

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
Person:	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
No one	22	52	27	38	30	34	89	39	27	50	52	46	66	46	147	47	34	63	62	53	97	43	221	49	76	41	130	32	192	31	449	33
Parent/ Guardian	8	19	27	38	30	34	67	29	15	28	36	32	40	28	92	29	6	11	25	21	56	25	94	21	27	15	81	20	117	19	244	18
Friend	2	5	7	10	7	8	18	8	2	4	5	4	6	4	13	4	2	4	13	11	17	8	35	8	5	3	20	5	27	4	65	5
Teacher	4	10	11	15	21	24	37	16	1	2	10	9	18	13	29	9	4	7	17	14	30	13	55	12	10	5	33	8	63	10	120	9
Counselor	9	21	24	34	40	45	84	37	15	28	32	28	44	31	93	30	11	20	38	32	75	33	133	30	34	18	86	21	148	24	297	22
Principal	9	21	10	14	18	20	44	19	6	11	19	17	17	12	42	13	8	15	13	11	21	9	43	10	24	13	41	10	52	8	127	9
Other	2	5	3	4	4	4	12	5	2	4	6	5	5	4	13	4	2	4	4	3	12	5	19	4	6	3	12	3	20	3	43	3

TABLE F-39

REACTION OF PARENTS/GUARDIAN TO STUDENT'S LEAVING SCHOOL

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Reaction:																																
Apathetic	1	2	8	11	10	11	22	10	7	13	15	13	16	11	39	12	7	13	8	7	11	5	26	6	14	7	30	7	36	6	85	6
Acceptance	20	48	37	52	40	45	116	51	17	31	52	46	60	42	130	41	17	31	52	44	102	45	195	44	50	26	131	32	192	31	430	31
Glad	2	5	2	3	4	4	10	4	1	2	7	6	5	4	13	4	4	7	1	1	5	2	10	2	5	3	9	2	12	2	29	2
Sad	7	17	16	23	23	26	50	22	15	28	29	26	39	27	85	27	15	28	33	28	35	16	96	21	36	19	76	18	94	15	225	16
Angry	13	31	13	18	10	11	40	17	7	13	22	19	27	19	56	18	14	26	27	23	57	25	107	24	30	16	55	13	89	14	196	14
Encouraged to Stay in School	10	24	14	20	22	25	50	22	15	28	30	27	44	31	90	29	12	22	35	30	72	32	129	29	36	19	71	17	128	20	266	19
Offered alternatives	3	7	6	8	8	9	19	8	2	4	8	7	5	4	15	5	2	4	4	3	16	7	22	5	7	4	18	4	26	4	53	4
Other	2	5	2	3	7	8	11	5	4	7	9	8	16	11	30	10	1	2	10	8	17	8	32	7	7	4	21	5	40	6	72	5

TABLE F-40

INDICATION BY NON-COMPLETERS OF CONTACT FROM SCHOOL PERSONNEL

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
Contact:	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
None	30	71	53	75	61	69	167	73	45	83	98	87	115	81	262	83	47	87	105	89	186	83	381	85	117	80	236	82	347	77	792	80
Principal	3	7	7	10	4	4	15	7	4	7	6	5	6	4	16	5	2	4	1	1	7	3	12	3	9	6	14	5	16	4	42	4
Counselor	5	12	13	18	21	24	41	18	5	9	6	5	14	10	26	8	0	0	7	6	20	9	30	7	10	7	25	9	53	12	95	10
Teacher	1	2	3	4	6	7	10	4	1	2	1	1	3	2	5	2	1	2	1	1	2	1	4	1	2	1	4	1	11	2	19	2
Researcher	2	5	1	1	0	0	3	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	2	1	1	0	1	0	4	0
Other	1	2	1	1	3	3	5	2	1	2	1	1	1	1	3	1	1	2	3	3	6	3	10	2	3	2	5	2	9	2	18	2

TABLE F-41

INDICATION BY NON-COMPLETERS FOR PURPOSE OF CONTACT BY SCHOOL PERSONNEL

Purpose:	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Because of interest and concern for my welfare	4	10	9	13	15	17	30	13	4	7	3	3	10	7	18	6	1	2	2	2	11	5	16	4	9	6	14	5	37	8	66	7
To complete school records	0	0	3	4	2	2	5	2	0	0	3	3	1	1	4	1	0	0	2	2	7	3	9	2	0	0	8	3	10	2	18	2
To persuade me to further my education	3	7	9	13	10	11	23	10	3	6	4	4	10	7	17	5	1	2	5	4	14	6	21	5	7	5	18	6	31	7	60	6
To be included in school research	4	10	7	10	8	9	20	9	0	0	1	1	2	1	3	1	0	0	2	2	3	1	5	1	4	3	10	3	11	2	26	3

TABLE F-42

FREQUENCY OF CONTACT BY NON-COMPLETERS WITH HIGH SCHOOL COUNSELOR

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
Frequency:	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Frequent (3 or more times a year)	6	14	21	30	30	34	65	28	14	26	37	33	53	37	107	34	13	24	45	38	103	46	180	40	33	23	101	36	178	40	351	36
Occasional (once or twice a year)	13	31	31	44	48	54	101	44	25	46	51	45	70	49	147	47	24	44	63	53	97	43	206	46	58	41	128	46	205	46	440	45
Never	22	52	17	24	9	10	57	25	15	28	23	20	19	13	58	18	15	28	10	8	25	11	57	13	49	35	47	17	53	12	167	17

TABLE F-43

PERCEPTIONS BY NON-COMPLETERS OF REASONS FOR CONTACT WITH COUNSELOR

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Purpose:																																
Career counseling	5	12	21	30	14	16	49	21	12	22	24	21	23	16	61	19	8	15	21	18	38	17	67	15	24	12	62	13	76	10	175	11
Academic counseling	13	31	17	24	34	38	73	32	10	19	41	36	47	33	102	32	18	33	43	36	69	31	137	31	39	19	97	21	146	20	310	19
Discipline counseling	2	5	13	18	20	22	36	16	9	17	17	15	27	19	54	17	5	9	16	14	41	18	67	15	18	9	45	10	84	11	162	10
Personal counseling	6	14	18	25	35	39	67	29	9	17	25	22	39	27	75	24	10	19	35	30	80	36	140	31	24	12	73	15	142	19	272	17
Class scheduling	10	24	25	35	37	42	85	37	18	33	55	49	69	49	143	44	21	39	67	57	137	61	249	56	43	21	129	27	227	30	450	28
Other	3	7	5	7	5	6	18	8	3	6	8	7	7	5	18	6	5	9	7	6	8	4	29	6	12	6	20	4	20	3	67	4

TABLE F-44

IDENTIFICATION OF INDIVIDUALS BY NON-COMPLETERS AS SOURCE OF CAREER COUNSELING

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
Person:	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
None	32	76	42	59	52	58	139	61	38	70	76	67	92	65	211	67	34	63	75	64	143	64	282	63	99	70	175	63	275	63	617	64
By counselors	7	17	29	41	34	38	82	36	12	22	33	29	37	26	82	26	12	22	37	31	71	32	131	29	31	19	95	27	139	27	290	25
By teachers	6	14	14	20	24	27	46	20	5	9	14	12	24	17	43	14	8	15	28	24	26	12	68	15	20	12	52	15	70	13	157	14
By friends	0	0	2	3	4	4	7	3	3	6	5	4	3	2	11	4	1	2	8	7	5	2	15	3	4	2	12	3	12	2	34	3
By family	2	5	4	6	8	9	17	7	5	9	7	6	8	6	20	6	2	4	8	7	21	9	37	8	9	5	17	5	34	7	71	6
Other	4	10	4	6	6	7	16	7	3	6	2	2	4	3	9	3	6	11	4	3	5	2	25	6	13	8	10	3	16	3	51	4

TABLE F-45

NUMBER OF NON-COMPLETERS WHO RECEIVED VOCATIONAL COUNSELING

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Yes	16	38	26	37	41	46	95	41	11	20	40	35	41	29	92	29	23	43	46	39	67	30	150	33	45	32	103	37	140	32	328	34
No	25	60	44	62	48	54	130	57	42	78	70	62	99	70	216	69	26	48	72	61	153	38	284	63	93	66	173	62	292	67	621	64

TABLE F-46
SUBJECT AREA IN WHICH NON-COMPLETERS RECEIVED VOCATIONAL JOB TRAINING WHILE IN HIGH SCHOOL

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-5		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
Subject Area:	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
None	10	24	25	35	33	37	77	34	12	22	30	27	44	31	90	29	13	24	39	33	112	50	190	42	36	19	85	22	184	33	350	28
Agriculture	11	26	12	17	13	20	47	21	9	17	18	16	24	17	51	16	3	6	10	8	13	6	27	6	20	11	36	10	51	9	115	9
Business and office	18	43	21	30	15	17	60	26	15	28	33	29	32	23	81	26	11	20	15	13	23	10	56	13	41	22	69	18	68	12	193	15
Distributive education	0	0	0	0	1	1	1	0	1	2	1	1	5	4	7	2	0	0	3	3	7	3	11	2	1	1	2	1	12	2	18	1
Home economics	9	21	22	31	17	19	52	23	15	28	32	28	28	20	77	25	5	9	16	14	34	15	62	14	28	15	66	17	77	14	192	15
Health occupation	0	0	2	3	5	6	8	3	0	0	0	0	0	0	0	0	0	0	1	1	0	1	3	1	0	0	3	1	6	1	10	1
Industrial education	14	33	18	25	29	33	69	30	24	44	48	42	67	47	139	44	24	44	51	43	53	24	141	31	59	32	109	29	141	25	340	27
Other	0	0	3	4	1	1	7	3	0	0	0	0	1	1	1	0	0	0	3	3	11	5	15	3	0	0	0	0	0	0	22	2

TABLE F-47
POST-SECONDARY VOCATIONAL/ACADEMIC TRAINING RECEIVED BY NON-COMPLETERS

Training Received:	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	
None, I was satisfied with my job	13	31	31	44	34	38	92	40	14	26	36	32	47	33	100	32	11	20	26	22	43	19	102	23	36	25	80	30	122	27	288	29
None, I didn't know where to go	2	1	1	1	3	3	5	2	3	6	1	1	3	2	7	2	1	2	2	2	12	5	16	4	5	3	3	1	15	3	24	2
None, I didn't seek additional training	13	31	16	23	34	38	67	29	11	20	33	29	52	37	98	31	15	28	41	35	90	40	154	34	36	25	81	28	163	36	305	31
None, I was refused admission because of academic deficiencies	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2	2	0	0	2	0	0	0	2	1	0	0	3	0
I started the program of my choice	4	10	5	7	6	7	20	9	7	13	12	11	14	10	33	11	6	11	19	16	44	20	75	17	18	13	36	13	65	14	133	13
I completed a program	7	17	12	17	5	6	26	11	13	24	13	12	13	9	39	12	15	28	15	13	16	7	53	12	33	23	40	14	35	8	118	12
Other	3	7	4	6	6	7	13	6	5	9	18	16	14	10	37	12	4	7	13	11	22	10	41	9	11	8	31	11	43	9	91	9

TABLE F-48
SOURCE OF NON-COMPLETERS POST-SECONDARY VOCATIONAL/ACADEMIC TRAINING

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
Place:	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Apprenticeship	1	2	0	0	1	1	2	1	0	0	0	0	1	1	1	0	2	4	1	1	2	1	6	1	1	1	1	0	0	2	5	0
Trade or business proprietary school	1	2	3	4	1	1	5	2	2	4	0	0	5	4	7	2	2	4	3	3	5	2	12	3	4	3	6	2	9	2	21	2
Vocational/ technical school	4	10	12	17	5	6	25	11	13	24	14	12	8	6	35	11	17	31	24	20	36	16	85	19	32	21	50	17	52	12	151	15
Two year or four year college	2	5	0	0	2	2	4	2	3	6	0	0	1	1	4	1	2	4	3	3	4	2	9	2	9	6	3	1	7	2	19	2
Military	3	7	7	10	6	7	18	8	6	11	10	9	7	5	23	7	5	9	8	7	7	3	20	4	15	10	23	8	19	4	60	6
On-the-job/ company training	2	5	0	0	4	4	6	3	3	6	6	5	6	4	15	5	3	6	2	2	3	1	8	2	6	4	8	3	13	3	28	3
MDTA/CETA	0	0	1	1	0	0	1	0	0	0	2	2	3	2	5	2	1	2	1	1	1	0	4	1	1	1	4	1	4	1	11	1
Other	2	5	2	3	2	2	6	3	1	2	7	6	4	3	12	4	2	4	1	1	15	7	22	5	6	4	10	3	22	5	42	4

210

211

TABLE F-49
SOURCE OF NON-COMPLETERS INFORMATION REGARDING VOCATIONAL TRAINING

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
Source:	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	
Friends or relatives	2	5	5	7	3	3	11	5	4	7	16	14	9	6	29	9	13	23	16	14	24	11	57	13	17	11	33	11	36	8	92	9
Newspaper	3	7	4	6	2	2	9	4	2	4	2	2	0	0	4	1	6	11	5	4	10	4	21	5	10	6	11	4	8	2	30	3
Radio, television	2	5	1	1	1	1	4	2	0	0	1	1	0	0	1	0	6	11	2	2	1	0	10	2	5	3	4	1	2	0	12	1
School bulletin, catalog	0	0	1	1	0	0	2	1	2	4	1	1	3	2	6	2	0	0	4	3	3	1	9	2	3	2	6	2	5	1	17	2
Employer	4	10	3	4	5	6	13	6	4	7	4	4	11	8	19	6	3	6	5	4	2	1	11	2	10	6	13	4	17	4	43	4
High school teacher, counselor, administrator	2	5	1	1	2	2	5	2	1	2	2	2	3	2	6	2	2	4	5	6	17	8	26	6	4	3	9	3	23	5	39	4
Job Service or other agency referral	1	2	4	6	0	0	7	3	2	4	3	3	3	2	8	3	7	13	6	5	3	1	18	4	9	6	14	5	5	1	33	3
VTAE teacher, counselor, administrator	0	0	2	3	3	3	5	2	2	4	2	2	0	0	4	1	2	4	2	2	1	0	6	1	4	3	5	2	4	1	14	1
Other																																

TABLE F-50
REASONS GIVEN BY NON-COMPLETERS FOR ENROLLING IN VOCATIONAL PROGRAMS

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
Reason:	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Unable to find steady employment	1	2	3	4	4	4	8	3	2	4	3	3	3	2	8	3	10	19	8	7	6	3	25	6	10	5	14	4	12	2	37	3
Dissatisfied with my job/ type of work	1	2	2	3	3	3	7	3	5	9	10	9	4	3	19	6	7	13	8	10	7	3	24	5	10	5	21	6	13	3	46	4
Dissatisfied with advancement in my job/type of work	2	5	2	3	1	1	6	3	2	4	6	5	1	1	9	3	4	7	4	3	7	3	16	4	8	4	13	4	8	2	32	3
Bored with my job/type of work	1	2	3	4	2	2	6	3	1	2	5	4	0	0	6	2	1	2	4	3	7	3	11	2	3	2	11	3	6	1	22	2
Not earning enough money	1	2	3	4	1	1	5	2	1	2	5	4	7	5	13	4	6	11	7	6	6	3	19	4	6	3	15	4	16	3	37	3
Not using skills	1	2	1	1	0	0	2	1	0	0	1	1	2	1	3	1	1	2	0	0	3	1	4	1	2	1	2	1	5	1	9	1
Chance to update skills	2	5	3	4	2	2	8	3	5	9	7	6	6	4	18	6	1	2	3	3	9	4	15	3	9	5	13	4	17	3	42	4
Chance to learn new skills	5	12	9	13	5	6	20	9	9	17	16	14	14	10	39	12	14	26	9	8	33	15	62	14	28	15	35	10	51	10	124	11
Personal satisfaction	4	10	7	10	4	4	19	8	8	15	16	14	8	6	32	10	13	24	16	14	31	14	64	14	24	13	38	11	45	9	118	10
Other																																

TABLE F-51

RELATIONSHIP OF NON-COMPLETERS TRAINING TO PRESENT JOB

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
Relationship:	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
None	4	10	7	10	5	6	18	8	10	19	14	12	13	9	37	12	9	17	22	19	36	16	77	17	22	16	42	15	56	13	134	14
Some	3	7	4	6	3	3	11	5	7	13	6	5	5	4	18	6	7	13	6	5	17	8	30	7	18	13	17	6	24	5	61	6
A lot	6	14	6	8	8	9	22	10	9	17	16	14	15	11	40	13	8	15	11	9	13	6	35	8	20	14	33	12	36	8	96	10

TABLE F-52

VALUE PLACED BY NON-COMPLETERS ON VOCATIONAL TRAINING

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
Value:	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
No value	1	2	4	6	3	3	8	3	2	4	4	4	2	1	8	3	1	2	5	4	19	8	27	6	4	3	14	5	23	5	44	5
Not a lot of value	2	5	2	3	2	2	6	3	1	2	2	2	3	2	6	2	4	7	7	6	7	3	20	4	3	2	11	4	9	2	25	3
Some value	5	12	3	4	6	7	18	8	10	19	14	12	13	9	37	12	10	19	17	14	29	13	59	13	24	17	33	12	51	12	117	12
A great deal of value	4	10	9	13	5	6	19	8	11	20	14	12	15	11	40	13	14	26	12	10	15	7	47	10	28	20	34	12	34	8	107	11

TABLE F-53

BENEFITS RECEIVED BY NON-COMPLETERS FROM VOCATIONAL TRAINING

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
Value:	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Better salary	3	7	7	10	5	6	15	7	9	17	10	9	8	6	27	9	8	15	5	4	14	6	28	6	18	9	22	7	24	5	86	5
Qualify for jobs I want	7	17	7	10	7	8	22	10	7	13	18	16	14	10	39	12	16	30	14	12	24	11	57	13	23	11	37	10	44	8	108	9
Opportunity for advancement	5	12	5	7	6	7	17	7	6	11	8	7	7	5	21	7	12	22	1	1	11	5	28	6	20	10	15	4	23	4	64	5
Feeling of self-worth	4	10	5	7	2	2	13	6	10	19	13	12	13	9	36	11	16	30	14	12	22	10	54	12	27	13	31	8	34	7	100	8
Feeling of accomplishment	4	10	9	13	6	7	23	10	14	26	22	19	8	6	44	14	16	30	16	14	30	13	66	15	30	14	48	13	40	8	130	11
Other	2	5	3	4	4	4	9	4	2	4	1	1	5	4	8	3	6	11	10	8	7	3	26	6	9	4	13	4	17	3	43	4

TABLE F-54
WAYS EDUCATIONAL SYSTEM DID NOT MEET NON-COMPLETERS' NEEDS

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
Problem Areas:	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	
Courses were not useful	11	26	24	34	35	39	77	34	15	28	33	29	38	27	86	27	14	26	31	26	48	21	102	23	36	21	86	24	117	23	262	23
Course work too difficult	6	14	7	10	16	18	35	15	5	9	11	10	10	7	27	9	8	15	10	8	21	9	43	10	17	10	26	7	43	8	99	9
Special needs were not met	8	19	25	35	20	22	58	25	10	19	27	24	19	13	56	18	7	13	21	18	51	23	88	20	25	15	68	19	90	18	201	17
Did not fit career plans	7	17	12	17	13	15	39	17	4	7	16	14	17	12	37	12	2	4	17	14	42	19	68	15	13	8	42	12	68	13	139	12
Other	7	17	14	20	15	17	37	16	16	30	37	33	44	31	99	32	16	30	24	20	40	18	92	21	38	22	72	20	96	19	226	20

TABLE F-55
NONCOMPLETERS' SUGGESTIONS OF WAYS EDUCATIONAL SYSTEM COULD HAVE SERVED THEM BETTER

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Suggestions:																																
Make curriculum more practical	12	29	22	31	38	43	80	35	14	26	35	31	32	23	82	26	16	30	29	25	52	23	104	25	37	20	84	21	124	20	267	20
Help develop talents and abilities	6	14	25	35	18	20	54	24	12	22	17	15	28	20	57	18	4	7	9	8	29	13	46	10	21	11	48	12	72	12	150	11
Plan for special needs	9	21	15	21	16	18	47	21	8	15	19	17	17	12	46	15	10	19	22	19	35	16	78	17	26	14	53	13	70	12	170	13
Emphasize vocational programs	9	21	21	30	13	15	46	20	9	17	19	17	21	15	50	16	2	4	8	7	20	9	35	8	18	10	47	12	53	9	128	10
Help locate jobs	4	10	6	8	11	12	24	10	3	6	11	10	10	7	24	8	2	4	10	8	38	17	56	13	9	5	28	7	60	10	107	8
Provide more career counseling	10	24	17	24	16	18	49	21	4	7	11	10	15	11	30	10	4	7	18	15	42	19	67	15	17	9	38	9	71	12	135	10
Other	5	12	10	14	14	16	31	14	13	24	27	24	39	27	82	26	14	26	23	27	41	18	95	21	32	17	60	15	85	14	206	15

TABLE F-56

DETERMINATION FROM STUDENT AND SCHOOL RECORDS OF NON-COMPLETERS' SPECIAL NEEDS

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
School Records:																																
None	22	52	36	51	48	54	119	52	28	52	54	48	71	50	158	40	30	56	56	47	102	45	217	48	81	57	146	52	219	50	508	52
Educable mentally retarded	0	0	1	1	1	1	2	1	0	0	1	1	6	4	7	2	3	6	2	2	4	2	9	2	1	1	4	1	9	2	14	1
Trainable mentally retarded	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Learning disabled	0	0	1	1	0	0	1	0	0	0	0	0	4	3	4	1	0	0	5	4	13	6	19	4	0	0	2	6	17	4	24	2
Emotionally disturbed	0	0	0	0	0	0	0	0	0	0	1	1	3	2	4	1	0	0	0	0	3	1	3	1	0	0	1	0	6	1	7	1
Orthopedically impaired	0	0	0	0	0	0	0	0	1	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	0
Speech impaired	1	2	1	1	0	0	2	1	0	0	0	0	4	3	4	1	0	0	0	0	1	0	1	0	1	1	1	0	5	1	7	1
Hearing impaired	0	0	0	0	0	0	0	0	1	2	1	1	0	0	2	1	0	0	0	1	1	0	1	0	1	1	2	1	0	0	3	0
Visually impaired	0	0	1	1	0	0	1	0	0	0	1	1	1	1	2	1	0	0	0	0	0	0	0	0	0	0	2	1	1	0	3	0
Health impaired	0	0	2	3	1	1	3	1	0	0	0	0	1	1	1	0	2	4	0	0	3	1	6	1	0	0	2	1	3	1	5	1
Multiple disabilities	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	1	2	0	0	3	1	4	1	0	0	1	0	0	0	1	0
Other	1	2	3	4	2	2	6	3	2	1	2	2	3	2	6	2	6	11	11	9	4	2	22	5	8	6	15	5	9	2	1	0
Student Report:																																
None	34	81	54	76	73	82	186	81	87	47	92	81	109	77	253	81	46	85	102	86	182	81	378	84	122	87	230	82	357	82	811	84
Educable mentally retarded	1	2	3	4	2	6	3	0	0	1	1	6	4	7	2	0	1	2	3	3	2	1	6	1	1	1	6	2	10	2	17	2

TABLE F-57

DETERMINATION FROM STUDENT AND SCHOOL RECORDS OF HIGH SCHOOLS' AWARENESS OF NON-COMPLETERS WITH SPECIAL NEEDS

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
School Records:																																
No	0	0	0	0	2	2	4	2	4	7	3	3	5	4	12	4	1	2	3	3	3	1	7	2	4	5	6	2	9	2	22	2
Yes	4	10	7	10	6	7	17	7	2	4	4	4	18	13	24	8	10	19	16	14	26	12	53	12	13	9	26	9	46	11	86	9
Don't know	0	0	2	3	1	1	3	1	0	0	2	2	0	0	2	1	0	0	1	1	0	0	2	0	0	0	5	2	1	0	7	1
Student Report:																																
No	3	7	4	6	4	4	13	6	2	4	4	4	13	9	19	6	3	6	12	10	17	8	33	7	9	6	16	6	33	8	62	6
Yes	5	12	7	10	11	12	23	10	2	4	9	8	12	8	23	7	7	13	6	5	18	8	33	7	11	8	22	8	38	9	72	7
Don't know	3	7	4	6	3	3	10	4	2	4	1	1	0	0	3	1	1	2	5	4	6	3	14	3	5	4	8	3	8	2	23	2

TABLE F-58

DETERMINATION FROM STUDENT AND SCHOOL RECORDS OF SPECIAL SERVICES PROVIDED TO NON-COMPLETERS WITH SPECIAL NEEDS

	Small Schools								Medium Schools								Large Schools								Total							
	1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total		1967-8		1972-3		1975-6		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
School Records:																																
None	1	2	2	3	7	8	14	6	2	4	2	2	6	4	10	3	2	4	9	8	6	3	18	4	5	4	12	4	19	4	41	4
Yes, counseling	2	5	2	3	1	1	5	2	0	0	0	0	4	3	4	1	3	6	3	3	3	1	10	2	5	4	5	2	8	2	19	2
Yes, referred to _____ agency	1	2	1	1	0	0	2	1	1	2	0	0	2	1	3	1	0	0	1	1	1	0	2	0	2	1	2	1	3	1	7	1
Yes, enrolled in _____ program	0	0	1	1	2	2	3	1	0	0	1	1	12	8	13	4	3	6	7	6	11	5	21	5	3	2	9	3	25	6	37	4
Other	1	2	2	3	1	1	4	2	0	0	1	1	1	1	2	1	0	0	2	2	6	3	8	2	1	1	5	2	8	2	14	1
Student Report:																																
None	21	9	3	4	11	12	12	27	6	11	6	5	13	9	25	8	8	15	14	12	32	14	57	13	20	14	20	7	50	11	98	10
Yes, counseling	1	2	4	6	5	6	10	4	0	0	0	0	1	1	1	0	3	6	2	2	2	1	7	2	3	2	5	2	8	2	16	2
Yes, referred to _____ agency	0	0	1	1	1	1	2	1	0	0	2	2	1	1	3	1	0	0	1	1	0	0	2	0	0	0	4	1	2	0	6	1
Yes, enrolled in _____ program	1	2	2	3	2	2	5	2	0	0	5	4	10	7	15	5	1	2	6	5	3	1	10	2	2	1	12	4	15	3	29	3
Other	0	0	2	3	1	1	3	1	0	0	2	2	0	0	2	1	0	0	1	1	2	1	4	1	0	0	5	2	3	1	8	1

APPENDIX G

RESPONSES TO OPEN-ENDED QUESTIONS

10. Why were you unemployed? (Refer to Table III-9 and Corollary Table F-20)

- Have back problems
- Can't find a job (4)
- Family obligations
- Planning to go to school
- Housewife
- Just moved (2)
- Trouble with the law
- Car accident
- Got tired of working
- Quit last job
- Company I was working for went bankrupt
- Leave of absence due to being pregnant
- Not old enough
- Accident, foot torn off, farm accident
- Nervous, fiance won't let her work
- No jobs, because I quit
- Unable to find what I want
- Disabled
- Getting married
- Maternity leave (2)
- Quit didn't like job
- Not mentally capable, educable mentally retarded
- In school (5)
- Union problems first shift fired
- Not looking for a job
- Business "closed up shop"
- Illness
- Surgery
- Quit previous job
- Re-entered high school
- Didn't like place of employment
- No work-nobody's hiring
- Relationship with boss
- Permanent lay off (3)
- Don't know
- Fired
- Housewife and mother (2)
- Foundry work too hard, so I quit
- Dad was foreman, he gave me all the bad jobs
- Cannot read
- Traveling
- Loss of license, truck driver
- Just finished school
- No baby sitter

29. What was the purposes of your contact with the counselor? (Refer to Table III-20 and Corollary Table F-43)

- Just to talk and visit (4)
- Check on credits
- I was pregnant
- Never saw him (7)
- Didn't want to go to school
- Skipping school and cutting classes (5)
- Problem with courses, getting info. on the G.E.D. at W.W.T.I.
- Work credit
- When quitting (6)
- General
- G.E.D.
- Job (2)
- Get me to go to school
- Refund from class
- Complaint of failing grade in music - missed a concert for illness
- Wanted time off school to visit fiance
- Low grades
- Looking for a job (4)
- How to get along with people
- Swim instructor was his counselor
- Wasn't in one place long enough
- Truant
- School habits
- Alternatives to high school
- To get out of class
- To take test
- Counselor and home visitor regarding attendance
- Home bound
- Talked about going into the service (2)
- Tried to convince student to stay in school
- Worked for him in summer

32. Did anyone discuss alternatives to leaving school? (Refer to Corollary Table F-38)

- Employers
- Social workers, she set up "homebound" study at home (3)
- Principal
- Don't remember
- Yes, principal
- Dad wanted me to quit to help on the farm
- Deceased
- Doctor did
- Dean of attendance
- Hospital social worker
- Indian Home School coord.
- Mainly she kept it to herself
- Principal wouldn't allow home courses
- Home visitor (3)
- Central office personnel
- Grandparents/relatives
- Plan for school transfer
- Social worker
- Military recruiters (5)
- Was on parole at the time
- Probation officer
- School district. sent tutor
- Marine Corp.
- "Everybody" talked to him
- Didn't give them a chance
- Neighbors

33. How did parents/guardians react when you decided to leave high school? (Refer to Corollary Table F-39)

·Dad died, no idea of mother's feelings, was going through many changes at the time
·Disgusted
·They thought if he was doing no good, get out and find work
·Father thought it best at the time
·Doesn't know
·Glad I was going into a business
·Didn't like it
·I was an adult
·Mother disapproved
·After she knew I was going to finish she accepted it
·Not concerned-just do something for yourself
·He receives encouragement from his parents. They want the best for him.
·Wasn't living at home
·Expelled-no choice
·Shook up (3)
·Left home for awhile
·No reaction
·If quit you can go to work
·Student's choice
·They didn't have a choice
·Because of family situation
·Encouraged to be in school or work
·Stepfather approved
·Didn't care (3)
·Living away from home
·Encouraged her to go for her GED
·Parents made arrangements for hospitalization and treatment
·Parents were upset
·Knew I had hairdressing as a job objective, so all for it
·Mom said to quit-never go anyway
·As long as you are not going to graduate get a job
·Father alone, was ill
·Dad was agreeable, but he thought service would be good for son
·They were upset but never talked to me
·Said "up to me"
·Thought it was dumb of me
·Parents expected it
·Disappointed mother
·Mild encouragement from parents
·Just wanted me to stay with family
·Were proud (son would be helping on the farm)
·Frustrated
·Didn't know it
·Parents felt it necessary in order to keep the farm
·Depressed
·Hurt them
·Didn't react at all (3)
·Not too happy
·Mad about losing social security income
·Glad because she was pregnant

33. How did your parents/guardians react when you decided to leave high school? (continued)

·Thought it would be better because he had a good job, if he wanted to work. Fine with them.
·Didn't talk to parents too much, got girl pregnant so had to quit
·Parent's didn't know about it
·Parents were very distrubed when I left
·Lived with sister, parents not living
·Parents agreed as long as you agreed to finish school
·Upset at first
·I don't know
·They agreed with me
·It scared them
·Finally realized they couldn't make me go to school and gave in
·Upset, but nothing they could do about it
·Were worried more about me physically than me completing school
·I just quit, left home and went to Idaho
·Living alone didn't get along with them, they didn't know at first
·Didn't like the idea of my dropping out, but as long as I was going to WWTI he agreed
·Gave my mother half of my paycheck, smoothed things over
·Let him make his own decision (2)
·He would work helping his father
·Afraid
·Needed me on farm
·Father made the choice
·Disappointed (10)
·Upset
·Didn't like it, but got used to it (2)
·Very poorly
·Hurt
·They were disappointed, 3 brothers graduated, I didn't
·Told to leave

34. Did anyone from your high school contact you after your left? (Refer to Corollary Table F-40)

- Social worker (2)
- Uncertain
- Friends, saw teachers on the street and talked to them
- Secretary from office
- Class reunion
- Friends (2)
- They sent a letter home to notify parents of my leaving
- Student services-Home visitor
- Former classmates
- Substitute teacher from elementary school who is family friend
- School attendance after he left
- Secretary
- Class reunion committee

35. Why did the school contact you? (Refer to Corollary Table F-41)

- Uncertain
- To tell them with a few more credits he could graduate
- Night school
- To encourage me to take the GED (3)
- To keep up friendship
- Not to return to school because of age
- To notify me to go to M.A.T.C.
- Didn't get in contact personal, only parents
- To take a correspondence course to earn my diploma
- How to get G.E.D.

36. In what ways did the educational system not meet your needs? (Refer to Corollary Table F-54)

- No family support
- I didn't care
- Home problems
- Did not let me graduate
- No homebound program
- Not enough Physical Ed.
- Too much work
- Wasn't there long enough to know
- I just didn't feel that it was functional for me
- My leaving didn't have nothing to do with school
- Was so structured
- School did, but my parents didn't
- Didn't like some of the students
- My needs were material
- Didn't have enough time for the troubled kids
- So easy to skip school, would have liked them to enforce the rules more
- Was more social than what I wanted
- Did not counsel disruptive students
- Not strict enough
- Teachers unfair with troubled/poorer students
- Classes too boring
- Did not give enough individual attention
- School tied him up, did not challenge him
- Everything was ok (22)
- Facilities
- Help find what you wanted to know
- Set up bad
- Did not offer enough
- Classes too hard
- No auto mech.
- I just wasn't interested in school. It wasn't the schools fault (4)
- Not enough extra-curricular activities
- Didn't like Mod. scheduling
- Not enough time per class per week
- Didn't care
- Monetary needs
- Much of it was a repeat of grade school
- I could have used more help at home
- More personal help family problems
- Too much regimentation
- Greater variety of courses should be offered
- Help students know themselves better
- We couldn't get help when we needed it
- Too much like an institution, too many paper passes
- Could have tried to keep him in, counseling
- Couldn't go out for sports if grades were low

36. In what ways did the educational system not meet your needs? (cont'd)

- Did meet my needs, but I was a smarty type
- Didn't provide babysitting
- Student behavior, had to fight to go to school
- Boring, just had a poor attitude at the time
- More help in math and other classes
- Had to share books not enough material
- Too far behind in credits
- Doesn't have an open campus
- Family disagreement
- No interest
- Need new teachers
- School was alright (2)
- Marriage, no need of education
- Problems with studies-teachers didn't have time to help (2)
- Principal not sympathetic-teachers too pushy
- Didn't realize that she needed not one but two credits to graduate
- Hurried subjects too much, not enough time to absorb
- School too big
- School was boring (2)
- Some courses did not fit me
- Classes were too easy
- School was too restricting
- Could have shown more interest in me (2)
- Not strict on truancy
- I was just not interested
- Felt detached
- Didn't know what she wanted
- Did not like environment
- Did not interest him (2)
- Not enough personal attention of communication from teachers (2)
- Attitude of student was negative, this kept me from doing my best
- Did not take the time to learn
- Not enough support given to me
- Somewhat difficult
- They met my needs but I didn't accept it. Also some teachers played favorites (3)
- Didn't like school
- Too much repetition
- Didn't encourage us to see a counselor
- No one helped me plan the future/goal setting
- Grad. req. too rigid
- Felt it better out of school
- Some courses were useful, but I wanted to make money too
- I didn't learn anything

36. In what ways did the educational system not meet your needs? (cont'd)

- Courses not interesting, too big
- Rules too strict (2)
- Teacher conflict
- Moved too often
- Lot of classes went over the same things
- Lacked real world experiences (2)
- Not enough individual help
- Wasn't getting anything out of it
- Interest areas weren't available
- How school is run
- Students teacher relationships bad, pets
- Had trouble with English and math
- Wasn't allowed to participate in wrestling because of smoking
- Could have had more shop classes (2)
- Needed more individual attention and help with classwork (2)
- Was like a prison, was a hassle, too strict
- Should try to help you progress at your own rate
- No challenge in school, you just went through
- Not strict enough in discipline
- Wanted to be a secretary but would not get along with Bus. teacher
- Family status and problems
- Everything seemed to be a repeat
- Choices too closed
- Poor atmosphere, couldn't get with it
- Didn't get along with teachers
- No work study program, and Voc. Ed. (2)
- Lack of interest, family response at home
- Not enjoyable
- Emotionally
- Preparing for life
- No interest (3)
- Lack of aid in transition from grade to high school
- Just confused
- Not enough trade classes to offer
- Same thing over and over
- Couldn't say
- Teachers didn't seem interested (2)
- Not enough attention to student
- Standards not high enough
- No discipline
- She got out of school what she wanted
- At the time attitude wasn't into school
- Course work not interesting, repeat of Jr. High work (2)
- Conflict with personality with administrator
- Little attention from teachers (2)
- Don't know (3)
- Hard to take-too strict
- Over crowded classes, all book learning
- Not enough personal interest
- Was my own fault, I got into trouble
- Just bored
- I didn't care enough
- Wanted more hands on things

36. In what ways did the educational system not meet your needs? (cont'd)

·Missed basics in reading and writing in grade school
·Couldn't make arrangements to finish school and take care of child
·Teachers not responsive to her needs
·Everything was ok
·One teacher not believing me
·Individual help
·Poor social atmosphere
·Too much freedom, no discipline to make us go to classes (2)
·Was a slow reader, no help was given, wasn't allowed to take shop
·Make it more interesting
·Did not prepare me for a job
·Minority male students were bothering me, my principal would not do anything
·Modular scheduling was looked on negatively
·I did not settle down to complete enough courses to graduate
·Teachers did not go out of their way to help
·No individual help given (3)
·Disappointed in being excluded from DECA course
·Too much required "crap" that I would never use
·Teachers turned me off (2)
·Dissatisfied with most everything about school, administration, ext.
·I didn't care for most of the courses they had (2)
·Rules changed too often, inconsistent administration
·Discipline was too slack
·3rd grade, sight reading didn't learn phonics
·Really not sure
·Didn't like it
·Didn't want to go to school (4)
·Too many students to work with
·Didn't like the teachers
·Courses not needed for daily life
·Too much independence
·More useful knowledge
·Did not like school in general
·Not interesting
·They met my needs
·School tried to meet my needs
·I never really learned to read
·Too much rush-rush
·Wouldn't let me take the courses I want
·Pushed too much towards Algebra
·I need much more activity
·One teacher didn't really give me a chance
·I was one year too early
·No feeling on part that it was practical
·Teachers
·Too repetitious
·I saw the phonies of the whole school
·Too general
·My reason for leaving school was unrelated to school system

36. In what ways did the educational system not meet your needs? (cont'd)

·I should have done better--I goofed off
·Not the school's fault that I left
·Didn't get needed help, "If you didn't get in class, tough"
·Felt not as intelligent, bothered me
·They never taught me to spell
·Teachers wouldn't give me a chance
·I didn't have Ag.
·They should have more COOP programs
·History and all those things are a waste of time, didn't teach me a trade
·Could have helped more with his school work
·Wouldn't let me finish
·Not enough room in classes for students
·Wouldn't offer home bound instruction or special help for school age mothers
·Classes and teachers were boring (2)
·Teachers "bitched" at me
·Not personalized enough
·Wanted to go to private parochial school
·Told me to wait until tomorrow for help
·Cliques turned her off
·Not strict enough with attendance
·My attitude was really bad
·Teachers didn't take an interest
·Personal family problems
·Depends on teacher
·No home bound
·Attitude
·Not treated as adults
·Individual attention to only the good students

37. How could the educational system have served you better? (Refer to Corollary Table F-55)

- Should allow teachers to be more strict
- Help with reading
- Smaller classes for more help
- Be able to avoid certain teachers
- Make curriculum more flexible
- Expand curriculum - add psychology, philosophy, etc. Too much of the "R's" (2)
- Need more discipline in the schools (3)
- Social relations among young students were poor
- Just about everything offered was of no interest
- Smaller classes, allow females to take shop courses
- They could have given me tutoring while I was home pregnant
- Stop requiring non-essential courses like Art, etc. I didn't graduate because of them
- Less required courses. Most are "mickey mouse" type
- More career exploration
- Better qualified teachers, smaller class sizes for more individual attention
- By not retaining when I was in first grade
- Make education a more personal thing (2)
- More discipline
- Pay attention to the students' needs (2)
- More variety of classes
- Math and history should be stressed
- Should have had to go to a study area
- Were on modular scheduling
- Structure too free
- Reading program (2)
- Same thing year after year
- Wanted to quit
- Get rid of students using drugs
- School did okay (3)
- More individual help before put in special education
- Made her stay in school and go to class
- Don't teach kids to work, doesn't prepare you for world of work
- Teachers always on back all the time
- Did what wanted to do
- More courses in family planning
- Make sure people can read
- Slow down and help slow learners
- More human atmosphere
- More variety and depth
- Could have helped me finish at home
- Let me stay
- No special way
- Reduce class size
- More concern for students as unique human beings
- Homebound program
- Understand my personal problems
- I was not ready
- Needed structured schedule
- More explanation

37. How could the educational system have served you better? (continued)

·Design classes more to each student
·Jock and hood conflict bothered me the most. Get the people together, too many cliques
·Could have taken more personal interest in me (4)
·Let students take those classes that they do best in. If they know enough about the rest of their classes
·Make it more interesting, be more personal
·They offered as much as they could. It was just too continuing
·A school that is that large has a tendency to have communication breakdowns, could improve that
·Took more interest in him personally (2)
·Stricter in keeping students in school
·School board should have selected teachers more carefully
·More personal counseling (3)
·More flexibility in class choices
·Provide more activities within classroom
·Could have done better
·More interesting classes
·Smaller classes and more individual attention
·Grouped her with better students, given her better opportunities
·More tutoring for class work
·More individual help
·More discipline
·Smaller classes, more teacher time
·More classes
·Help those who have problems
·Financial aid
·Discipline more fair
·Little more discipline
·I had to grow up first (2)
·Offer family living sooner
·Help overcome stigma, consider society problems
·Should have counseling for P.G.
·More time for what I wanted to get into
·Not enough time
·I had family problems the school couldn't help with
·Different variety of courses should be offered
·More advanced courses in vocational fields
·Encourage me when I did do something right
·Work with the parents
·Make students aware of future and needs. Allow self-expression and individualism
·Teachers should be more understanding
·Instead of games in special education, they should have spent more time with spelling, reading and math
·Wishes he had taken more vocational courses as he looks back now
·Wishes he had taken shop classes
·Smarter kids get to do more stuff. Spread it out and give other kids a chance to get involved
·Could complete credit in shorter time
·Made it more available
·Provide for more materials
·Such as deficiencies or strengths academically
·Teachers went too fast

37. How could the educational system have served you better? (continued)

- Too many personal problems
- It was okay, I wish that I would have stayed
- Overall it was pretty good. I know now pregnant girls do stay in school more often
- Have more tutors to help individuals
- Revise system for easier make-up when absent
- Could be better at informing students of credit needs
- Better attitude from teachers
- Have psychology courses
- Allow more time to do things, not rush
- Better teachers (3)
- Talk to me about class work, about attitude and responsibilities
- Thought it okay, real good teachers
- More good teachers needed
- Give courses more appealing to students
- Counselors should have listened more
- Spend more time with me
- Given me something I didn't already know
- Stricter rules on truancy
- Be more personal
- Should have smaller classes
- Evening classes
- Help students to learn to do their assignments
- To get to know students better, be more friendly
- Offering to teach skills you will need in a job
- More hands-on experience
- Make subject matter harder
- Provide more courses that tell you about life
- More lenient graduation requirements
- Throw the books out the window--not enough doing
- Physical education should not be required (2)
- If I had a better attitude, maybe they would have given me more time
- Nothing I can think of (4)
- Leave the kids alone and let them do their work
- More selection of courses
- Teachers explain subjects better
- Less use of the books
- More individual attention from teachers
- More time to learn of needs in all areas like they did in math
- Kept me from dropping out
- More help for me
- More of a challenge
- Should be more interesting to the students
- Need more interest from the teachers
- Should have human relations courses, working with people, talking with people
- More challenge
- More flexible schedule, not have to sit for study halls
- Needed more individual attention and help with classwork
- Could have had courses in nursing for use at home
- More choice of classes in mechanics areas
- More personal concern by the teachers
- More adequate educationl facilities
- More individual help

37. How could the educational system have served you better? (continued)

·More of a challenge
·More interested in personal problems and in courses (3)
·Relate coursework to life and work
·More hands on
·Better discipline
·Have a pool
·More and better discipline (2)
·Smaller classes
·More tolerance by administration
·School was okay, friends influenced to stay away, was shy
·He wanted out, didn't care about school at that time, everybody did something for him
·School not friendly
·Teachers need to care more
·On the job training
·Auto mechanics should have been offered
·Sex education, courses that are pre-job
·Teachers could have helped more
·Be more interested in me as a human being
·Plenty of stuff to keep a person interested. I just didn't know anything about it
·Interest on teachers' part
·Cut out English and give you swimming
·Teach me to read
·Made it easier
·Be more adult oriented, listen to students
·Nothing
·Not pick on me so much
·Teachers should have taken more time with personal problems in each subject
·Better teachers
·More open area to study in
·More individual course development
·Should have been stricter (3)
·Teachers should have taken more time to give help (5)
·Give everyone a fair chance, more teachers for subjects
·Too much free time
·More selection of courses
·Deal with cliques more efficiently
·Believes teachers have no right to lay a hand on a student
·Let him alone
·Rearrange hours for classes so it would be more convenient

39. While in high school who counseled you regarding your career choice? (Refer to Corollary Table F-44)

- Job supervisor
- Self motivated (2)
- Career Day (5)
- Job Service
- Made own decisions
- Career Day consultants
- Auditorium program
- Assistant Principal (2)
- Films
- Principal
- Career Week at school
- Working before he quit-no one discouraged career
- Went in service on own choice
- Military recruiter (2)

41. Did you receive any vocational or job training in high school? If no, why not? (Refer to Corollary Table F-46)

·Didn't want any (25)
·Not enough time (2)
·Didn't know about them
·Didn't go in for it
·None offered that I liked
·Worked on NYC program
·Had to have prerequisites
·Took home ec classes
·Can't find a job
·Will in future
·Employment introduction
·Auto capstone
·Wasn't there long enough
·By choice (4)
·Not counseled about it (3)
·Didn't take advantage of it
·Material not covered
·Classes were too full; no room
·None offered
·Wish I would have
·Never went
·Money
·Turned off
·Dropped out too soon
·No interest (5)
·Married (2)
·Too busy
·I didn't want anything from school
·Didn't know anything about anything except business and didn't want that
·How to fill out applications
·Art
·Wasn't there long enough
·Didn't take any
·Didn't like it
·Nothing ever used
·Quit sophomore year
·Chose not wanting college prep
·I couldn't take the courses
·Didn't like them
·Didn't get that far
·Not asked to take any (2)
·Could not get into it (2)
·Only went half day and worked on half day
·Limited activities of survival skills

41. Did you receive any vocational or job training in high school? If not, why not? (continued)

- Not there long enough
- Did not think it was an important topic at the time
- Art
- Shop classes crowded, open only to upper classmen, I couldn't get in
- Not interested (11)
- Didn't want it
- Auto body not offered
- Already know how
- Dropped in 9th grade
- Not available (20)
- Left school (2)
- Didn't know about them (10)
- Classes were filled
- Didn't take the courses
- Metal Shop
- Did not participate, only interested in required courses for graduation (2)
- Grades too low
- Didn't get a job that was accepted for vocational class
- Lacked basics to go into these programs (2)
- Quit school
- Goodwill
- No area of interest
- Couldn't get in
- Not allowed, had been a discipline problem
- I was not receptive
- Not encouraged
- Did not know about it
- Not offered
- Did not stay until my senior year
- Yes, aviation, industrial arts area
- Didn't follow through
- Didn't want it
- Was not thinking seriously of it at that time
- Hassle with people
- Auto mechanics
- Mechanical drawing
- GED (2)
- No programs offered (2)
- Pregnant
- Too young for the program
- Just never took those classes
- Was not in school enough
- Didn't seem to be anything available

42. Have you received a high school diploma or equivalency certificate since leaving school? (Refer to Table III-12 and Corollary Table F-27)

- LaSalle University correspondence course
- St. Francis in Madison
- Boys School
- Going now (2)
- College
- International correspondence school
- Correspondence school
- Job Corp GED
- Fox Lake Correctional Institute
- General Motors
- Portage
- Lincoln Boys School
- St. Phillips College
- State DPI

43. After high school, did you receive any vocational or academic training? (Refer to Table III-22 and Corollary Table F-47)

·Company on the job training
·Waitress training program
·No time for it, too long of work hours
·General classes
·No, family obligations
·Military (6)
·Started G.E.D., but quit it
·Naval training
·I plan to go someday
·Correspondence courses through U.W. and international union
·In the process of entering M.A.T.C.
·St. Francis in Madison
·Welding (4)
·Clerk-Stenography
·Nurse's aide training (2)
·Took math at Voc. school
·No, but I am planning to start (2)
·Corp school Navy
·Couldn't afford
·No, because of job responsibilities
·To get high school credit for graduation
·Returned to high school after being out 1 year
·At this point in our lives, not possible
·Took a special WIN course in secretarial training
·ASCP registry
·Typing class to be a clerk typist
·Enrolled in college
·On job
·Armstrong Cork Co.
·D.V.R. tested and counseled
·Finished High School
·Army (2)
·Never entered my mind
·Marine corp - heavy equipment operator
·Not mentally capable, E.M.R.
·Started a program in administrative field
·Will go for a business course after I get G.E.D.
·Thru vocational rehab.
·Wasn't able to take night class because of age
·Yes, 2 year college student
·Army-Truck Mechanic
·On-the-job Apprenticeship
·C.T.I. for English only
·Waiting for perm. station - married to a sailor
·Too expensive
·Will begin college in Fall 1978
·Will begin in Fall 1978
·Doesn't fit with work schedule
·Service - Military Police

43. After high school, did you recieve any vocational or academic training? (cont'd)

- M.A.T.C. - County Adolescent Center
- On the job training (7)
- Executive secretary
- Apprenticeship
- Army college courses
- Ceramics night class
- Military computer data, processing, tele-type
- Service school
- Tried G.E.D. prep. but quit
- Took courses in accounting and political science
- Navy-mechanics

44. Who encouraged you to take post-secondary vocational education? (Refer to Table III-24)

- Job service counselor (3)
- C.E.T.A. Program (2)
- Private school personnel
- Military (16)
- Self motivated (28)
- Unemployment
- Unemployment office (2)
- Ex-husband and family counselors
- Social workers
- W.I.N.N office
- D.V.R. counselor
- A book inspired me
- Urban league
- Psychiatrist
- Employment M.D.T.A.
- Vocational Rehabilitation
- Substitute teacher who is family friend
- V.A.
- Mental health counselor
- G.E.D. Tutor
- DVR and urban league
- Self
- CETA-Employment officer

45. Where did you receive your vocational/academic training after high school? (Refer to Table III-23 and Corollary Table F-48)

- Correspondence course (5)
- LaSalle correspondence course (2)
- The welfare office
- Brother
- Employment office
- Self-motivated (2)
- Military (2)
- On job (3)
- Sheltered workshop
- A.I.T. army individual training
- Adult evening classes (VTAE)
- District I and C.D.C.
- St. Bebe's (private)
- Blackwell job corps
- Salvation army
- Police work
- Presently enrolled at Sawyer business college
- O.I.C. (Opportunities Industrialization Center of Greater Milw.) (7)
- Job corp. (3)
- College
- Returned to high school
- Goodwill
- Housing development
- Jewish Vocational Services
- I plan on U.W.-Whitewater in the fall
- St. Phillips college

46. What type of training did you receive? (Refer to Corollary Table F-28)

- Brief course in welding
- Took courses in accounting and political science
- Mechanics
- Learned to repair washer and dryer
- Management training techniques
- One semester, waitress training
- Weapons and supply
- Nurses aid
- Basic job training
- Correspondence
- Assorted over past 4 years, come work related, no degree
- Adult high school diploma at Gateway Tech.
- Now working toward the adult high school diploma (2)
- Self improvement, psychology classes etc. . .
- Through military (5)
- Police training courses
- Training for managerial position
- 1 year welding
- 6 weeks nurse's aid training
- Got H.S. degree from Japanese high school, through the Marines
- Business machines clerk-typist
- Half credit social course
- General evaluation courses for graduation requirements
- Was part of my 6 year commitment
- Military training personnel work
- Nat'l guard, three months
- For high school credit
- 12 lessons
- 20 week - E.M.T.
- Adult evening classes
- Shop safety
- Welding and heavy equipment
- High School Diploma (5)
- 2 year nurses aid
- Plbg/carpentry-on the job
- United migrant program
- Did not complete the course
- Welding
- Machine shop
- G.E.D. (2)
- Training on the job (5)
- Baker
- Air force school
- Military related (3)

46. What type of training did you receive? (cont'd)

- Power generator, electronics
- Management training course
- Began college
- H.S. courses
- High school courses
- Work on generators, mechanics
- Mechanic service
- O.I.C. - G.E.D.
- Warehouse
- 4 year in refrigeration, did not complete
- Police Academy
- Two week course for certification
- Work on graduate equivalency

48. Why did you decide to get vocational training? (Refer to Table III-26 and Corollary Table F-50)

- Employment officer and CETA program
- A dream
- Move up
- Thought he might need a diploma or G.E.D.
- G.I. Bill (3)
- To finish high School requirements (7)
- Encouraged by Job. supv.
- It went with the job
- On welfare, had to get off of that
- Eventually want to go to college and diploma will open new doors
- Military requirement for career aptitude
- Had decided on career choice
- Learn what wanted to know
- Necessary for advancement
- Didn't want people to think that I was dumb
- Was required
- Wanted vets benefits
- Joined the Natl. guard to keep from being sent to Vietnam
- Wanted to get in the automotive field
- Thought is was a fun thing
- Needed to have a sit down job because of problems with legs
- For job
- Company wanted us to (2)
- Want to go on to school
- Aptitude test in military
- Try something different
- Forced him out of work
- Career assistance
- Intend to go to college
- Gives me something to do
- To advance in the Marine Corp (5)
- He wants to live a productive life
- Likes typing and pays well
- Survival
- Back injury
- Like to weld
- To keep the job
- I wanted to get into trucking, only way
- Needed it for job seeking
- Parental pressure (2)
- Because of service (7)
- Improve basic learning skills (2)
- Warehouse
- I was working as a mechanic and I took a correspondence courses in mechanics
- Dissatisfied with school

49. How did you learn about the vocational training you received? (Refer to Table III-25 and Corollary Table F-49)

- Recruiter
- Unemployment Commission
- I know GTI was there and Parkside too
- Military advisor (19)
- Paper to staff at Job Corps, brother works there
- G.I. Bill
- Welfare office
- Self (6)
- General knowledge (2)
- Through Social Service Department
- Work at hospital during summers on YOU program
- Friends (4)
- Manpower
- Department of Vocational Rehabilitation (4)
- Information by mail
- From WINN program
- Social worker
- Vets Administration
- Employment office
- Tribal Bulletin (2)
- Parents (2)
- Urban Leauge (2)
- Entered Air Force on my own
- College
- Probation offices
- Magazines
- When I was working on my GED, I would go into the Guidance Office and check the programs
- Just went back to high school
- Lived near O.I.C.
- Literature in neighborhood
- Substitute teacher friend
- Drafting students
- GED tutor

55. Why did you change school? (Refer to Corollary Table F-12)

- Moved (6)
- Go into the Army
- Moved twice
- New school boundaries
- Alternative programs
- Pregnancy (3)
- Parents and student felt a change in school environment was necessary
- Wanted religious training
- Went to private school
- Moved in with grandmother
- School change when went to high school (7)
- Family problems
- Atmosphere not relaxed in alternative school
- Moved to group home in Madison in one semester
- Probation violation
- Had problems with her family, moved in with her aunt
- Went to multicultural school
- B.D. program
- Health
- Parochial high school
- Junior to Senior high school reassigned for desegregation purposes
- Personal reasons
- Marriage
- Forced by law
- Went to evening school
- Tried the alternative high school

56. Do you have any special needs? (Refer to Corollary Table F-56)

·Needed a special chair so feet could be on a foot rest
·Very poor reader
·Reading problems
·Pregnant (8)
·Very sullen
·Comprehension
·Not up to high school skills
·Drug problems
·Reading problems
·Drinking problem
·Financial needs
·Reading
·Seemed like when I heard things, they got jumbled in my mind.
·The same thing happened when I tried to talk
·Could have used some support when moved out on my own
·Student said school changed for him in grade 9 - Dad had severe heart attach, mom was not home much, so I messed up.....
·Needed glasses, but could pass drivers test, so didn't matter
·Medical problems - No gym
·Reading problems
·Reading and English
·Slow learner (3)
·Received some special reading help within the reg. classroom
·Was retained in the 7th grade
·Emotional counseling due to family selection
·Behavioral disability (2)
·Special reading class in high school
·Difficulty reading
·Need skill training (2)
·To find a job
·Needed help in reading and math (2)
·Special reading (2)

59. Did you receive any assistance to compensate for your special needs? (Refer to Corollary Table T-58)

- Program for pregnant girls
- Seated up front of room
- Psychiatric treatment center
- Reading Improvement (2)
- 8th grade adjustment center
- English strengthening class
- Milwaukee psychiatric center
- Received some special reading help within the regular classroom
- Was retained in 7th grade
- Remedial high school reading
- Desks were adapted

Comments made about the study

·More career counseling would maybe be good, so we'd know what opportunities were available in what fields and have to prepare ourselves-what classes to take and so on

·It was interesting. I hope it does do something to improve the schools, but I don't have any answers about how to do that. I was glad my name was drawn

·My big complaint was about smoking--teachers could smoke, but kids couldn't, should have a lounge for kids to smoke; could smoke in night school

·Do I win a prize?

·High school is the best time of your life. I would have been more prepared for life if I had stayed in

·Stay in, it's a lot easier (2)

·I think it's a great idea to get information from those of us who quit, but bettered ourselves

·High school is not for everyone, some people have to do it their own way

·I would have like to finish, shop classes should have been open. These things have been corrected now

·Stick it out and finish high school. You don't realize how important it is. It prepares you for what's out there

·People in the school should take more interest in the kids. I'm glad I graduated, I learned a lot. Kids could help each other out (2)

·Think before you leave, have a plan of where to go (2)

·My counselor did a good job. He really tried to talk me into staying in school

·Good idea for smoking lounge. More arts and crafts such as reupholstery

·Not enough preparation for world of work or what college to go to. Need courses in family budgeting and relations

·She wishes she had finished. It wasn't anything the school did, she just got a notion into her head and quit

·I hope that it helps others

·What is this used for?

Comments made about the study: (Continued)

- It's too late to help much now
- General information covered
- Owns own home, doing well, never been asked whether or not if completed H.S.
- No questions
- What's this survey going to be used for
- Regrets not finishing
- Good school and wished that she had stayed
- Go full 12 years and not get diploma because of credit, seems unfair
- Make sure the person is really sick of school-that takes a long time to develop the sickness-when wanting to drop share alternatives
- Suggest students and teachers to find program to take care of them
- Does not take a diploma to advance through business, only a lot of drive, schools should keep more active otherwise a person gets bored
- Wish I was back in school (2)
- Feel should have stayed in high school
- Be willing to work
- Wants schools to offer more technical-vocational-not so much English and other stuff
- Hope it will help some kids
- Not really--would like to finish yet someday
- Continuing my education-will eventually go to M.A.T.C., after all, I am young
- I'm interested in helping kids; have called some agencies
- School threw me out, I didn't want to leave
- Liked to go back, school has changed, more programs
- Wouldn't want to go back, glad that I left (3)
- School, kids, social acceptance, not enough individual attention

Comments made about the study: (Continued)

- School should put in longer class periods so more work is done in school
- Too many rules in school
- Hated school, thought it was useless
- Wished I'd have stayed in school (4)
- Be more careful of who is passed
- Talk to kids-8th grade-about school, careers, etc.
- Worth effort
- I'm thinking of taking G.E.D. in the fall (3)
- Nice talking to you
- Would like some information on results of survey
- I'd like to know how it all comes out
- I might go back to school if I were younger
- Since I dropped, got G.E.D., service emphasized high school diploma and credits for college. Any time I get a chance to learn something new I jump on it! Prefer hands on
- I hope it helps-very cooperative
- Don't use my name-How can I obtain the G.E.D.
- It's a long one
- Encourage young people to stay in school
- Will it do any good? Hope so (2)
- Better counseling, find out what kids want and how to get it for them (2)
- Showing more interest in incoming students and they will get involved and stay
- Add more variety to subjects
- Teachers need more patience, if not they should be where they can handle the student. Many teachers are in the wrong profession
- Should be calling the kids when missing. Never found use for some classes such as history

Comments made about the study: (Continued)

·Little more relaxed, not as rigid as far as discipline. Don't need teachers in halls checking for passes

·Too much emphasis on athletics

·Smoking room with parent permission

·Not going to send her kids to Stanley, has a boy in kindergarten next year

·Got fed up with mickey mouse hall monitors, hall passes and hassle from teachers, dropped wrestling and got a lot of hassle from coaches

·Really important in how much time a teacher can give. If you got behind you were out of luck

·Should have had more discipline in school in general

·More help with class work and individual attention

·Would have liked help with reading and writing before getting behind in school

·Glad to do it if it will help somewhere

·Asked to restate purposes of study

·Feelings about school then are not the same as now

·Would have finished school if she hadn't become pregnant

·At last they're checking up on something

·Was surprised to be asked to be interviewed

·It seemed to get into some areas of interest to me, like a need for career things and less academic courses

·Shows that somebody cares about something

·Hope I have helped someone

·The study is a good idea

·I wish I would have stayed in school (5)

·Thanks for giving me suggestions as to where to get a job (2)

·Kinda neat--It asks me what is wrong about school, so they can correct it

·I liked the interviews

Comments made about the study: (Continued)

- It's pretty good. It's good for the teachers to find out how the students feel now and felt then
- Brought back lots of memories, wished I had stayed in school
- I think it's a good idea
- Would like to see results
- It was easy (4)
- Short and sweet
- Wanted to know about getting back into school (7)
- Thinking about apprenticeship
- Mother was elated that someone still remembered him
- He felt that the curriculum was alright, but some of the teachers were not equipped to teach. If something could be done to help teachers understand individuals and not have "picks" this could help students stay in school
- Hope it will help someone
- Just wanted to be sure her name was not used
- My counselor and one of my teachers helped a lot with my personal problems. I am planning on going to night school and finish high school
- I hope it does good for the school
- Need more emphasis in math in high school
- School was good, but outside factors kept her from staying in school
- Hope the study helps kids in the future
- Does not feel a need to complete high school
- What will be done with the survey
- Now realizes I should have finished high school
- Haven't lost anything by not finishing high school, always had a dog and got along with people
- Special attention could have helped my reading problems

Comments made about the study: (Continued)

- High school program was fine. Dropped when she did because of an outside personal problem, she later came back and completed school
- Wished I would have stayed in school
- High school was too big!! Racial problems were too much also
- Counselors should listen more
- School was better when things were strict (2)
- I could have used career counseling
- I hope this study makes the school bend toward the students and students bend toward the school
- Don't regret dropping school when I did because I later went back and finished
- I'm glad that I went back to school
- I hope it will be helpful for some younger students
- What is the survey for (4)
- Thought there was too much freedom in high school. Should have been more restrictive
- Asked about getting G.E.D. (3)
- Hope it helps others (6)
- Good idea
- If I had it to do over agian, I would; I don't regret it at all. I just didn't fit in. I learned a lot in the time I was out of school
- A teacher who cares can make a difference, get some!!!
- It's a good idea
- Hope it helps out
- Have someone who has been through trouble at school sit down and talk with potential dropouts. It'll mean something. If you're skipping all the time, it isn't going to help any good
- Interested in how the results were going to be used
- Just nice to know that you're interested in me

Comments made about the study: (Continued)

- No comments, tell others you talk to to finish school
- When kids get drivers license that kind of sets them loose. Maybe they should hold off for awhile
- Sounds like it help kids in the future (10)
- I wish that I had finished
- I hope it will do some good
- Glad to answer
- No real opinion
- Good, glad to help
- Would have gone on to school, but had a child
- Glad somebody cares enough to contact him. He wants us to know he is a capable person; not a dumb dropout
- Is much happier since leaving school
- Hope it will help in developing a curriculum more suited to a student's interests and needs
- He wishes he was back in school
- Good thing to have kids stay in school
- Good idea and would like to know the results of the survey
- Pulaski thought of me
- What will the survey be used for? (3)
- Wanted to finish her G.E.D. Seemed happy to participate in study
- What is the purpose of it?
- Will this help other students
- Wanted to see the results when they came back
- Would like to know about the results
- This is a good idea (2)
- I agree that this study should be done

Comments made about the study: (Continued)

- Hope it does some good (3)
- It was interesting to talk about these things
- I hope it does some good (2)
- She wishes someone had talked to her sooner as I did. She might have stayed in school
- It's nice to know someone is interested
- Students didn't like the military, stayed only till he could get out
- Scrutinize quality of teachers, change the principal
- Require only practical math, from there on let students take what they want
- Maybe the teachers are better now, but when she was there they were "Crazy". They are giving the kids too much hard work, only the smart ones can make it
- Discipline didn't go to ones needing it, she felt pushed out of school. The school has a lot to be disired. If not born here you are an out cast
- Good idea (6)
- It's been ten years, and it was hard to think that far ahead
- When we went to school there was nothing like they have not to keep you interested
- Hopes teachers have changed. Cornell teachers treat students poorly
- More positive about school and its opportunities now that he can look back
- Biggest share of schooling is waste of time. Too many required courses
- Good idea (5)
- Should have been done years ago
- I wish my teachers then were as nice as my son's teachers now
- Questions didn't seem right. Dropped out mainly because of the hassle from the kids, they want you to conform or you are not part of them

Comments made about the study: (Continued)

- No kids will listen anyway
- Good idea
- Many times kids leave for personal reasons like me. I just didn't care
- This person is starting college in the fall (2)
- Hoped survey will help kids stay in school
- Interested in finishing high school. Set appointment with me to discuss alternatives
- Wants to get diploma, will make plans in the fall (2)
- Worked since 17, only been unemployed for 3 weeks of that time. Worked 2 jobs for awhile for the money, proud of his accomplishments
- Parents didn't show enough interest in him. He blames them. Feels boredom with jobs, wife, etc. He has to change all the time
- What is this for (3)
- If one quits high school, he should get into voc. ed. right away
- School and teachers were ok, I learned quite a bit, the only gripe was that they wouldn't let me go back
- Often I was blamed for mischief of others in school
- Only complaint, should fire principal, still not sorry I quit, I can read, write, etc. and still have a good job
- How did this survey come out
- Lack of interest in what the school had to offer was the motivating factor in leaving school
- Since leaving school, I feel that I made the right choice and am convinced that school is not for everyone
- Quality of teachers should be improved in terms of how they deal with the needs of individual students
- Student was from a group foster home, and felt that the school discriminated against himself and others from the group home
- If schools would stress more career things, like taking students out to visit and work at jobs that might interest them, I think there'd be a lot more kids staying in school

Comments made about the study: (Continued)

- There is a definite need for more vocational courses at the high school level; also need for modern equipment

- No regrets about leaving high school, if a person has the ambition and motivation they'll make it. Courses should be relevant to a person's interest area

- Not enough open courses, and advanced courses of interest to the student not offered

- Students whose families are on welfare seem to be looked down upon. Some teachers discriminate against these kind of kids. Smaller class sizes might help also

- Student communicated that he felt better toward the school and his experiences here. "I owe that administration nothing" type feeling

- It's been so long, I couldn't think about my school experiences clearly

- I learned how valuable education is about 2 years after dropping out. I wish I had not dropped out now

- I hated school, didn't like the system, they started "alternative high school" after I left. I wish I could have had that school available to me. I think I would have finished

- I regret dropping out now. I wish I would have stayed. Encourage others to finish

- I did not graduate because it was my fault

- Students should be encouraged to seek out counselors for help on their personal problems; it helped me and I'm sure it would help others

WISCONSIN VOCATIONAL STUDIES CENTER
UNIVERSITY OF WISCONSIN-MADISON

The Wisconsin Vocational Studies Center at the University of Wisconsin-Madison, was reorganized with the support of the Wisconsin Board of Vocational, Technical and Adult Education within the School of Education in 1971. The function of the Center is to serve the State of Wisconsin in a unique way by bringing the resources of the University to bear on identified problems in the delivery of vocational and manpower programs--vocational education, technical education, adult education, career education, and manpower training--to citizens of all ages in all communities of the state. The Center focuses upon the delivery of services including analyses of need, target groups served, institutional organization, instructional and curriculum, methodology and content, labor market needs, manpower policy and other appropriate factors. To the extent that these goals are enhanced and the foci of problems widened to encompass regional and national concerns, the Center engages in studies beyond the boundaries of the state.

Merle E. Strong, Director
Roger H. Lambert, Associate Director

University of Wisconsin - Madison

for further information contact:

WISCONSIN VOCATIONAL STUDIES CENTER
964 Educational Sciences Building
1025 West Johnson Street
Madison, Wisconsin 53706

(608) 263-3696